

THE STORY
OF
BETHEL COLLEGE



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of
Bethel College

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NORTH NEWTON, KANSAS

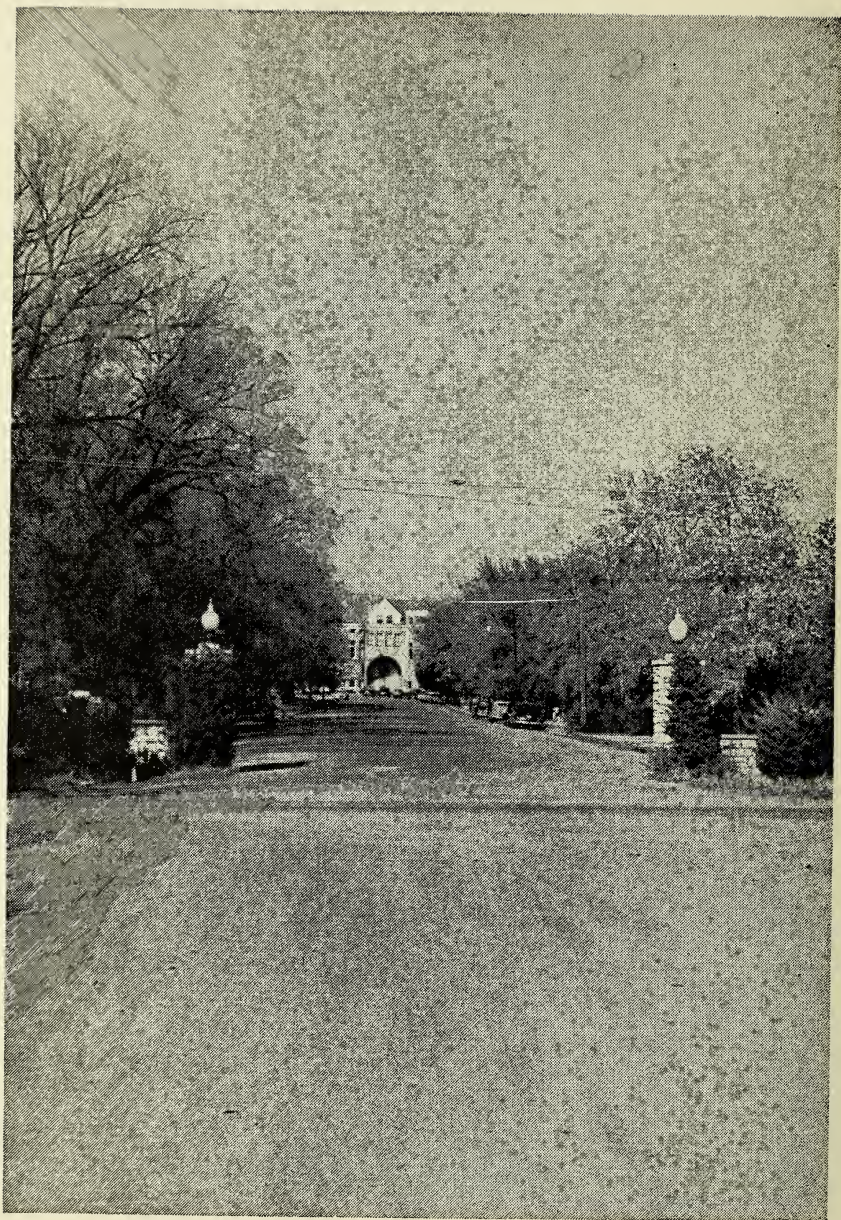
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The Story of Bethel College

by
Peter J. Wedel

Edited by
Edmund G. Kaufman

BETHEL COLLEGE
North Newton, Kansas
1954



SOUTH ENTRANCE TO BETHEL COLLEGE CAMPUS.



WEST ENTRANCE TO BETHEL COLLEGE CAMPUS.

Dedication

To the Memory of the Pioneers

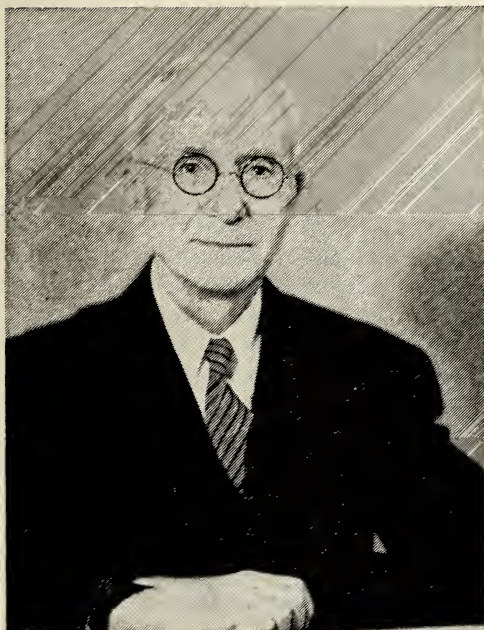
Who, three quarters of a century ago, forsook home and a country where their freedom of conscience was threatened, in order that they and their children might enjoy the blessings of religious freedom unhampered in a new land;

Who settled in the Middle West, where they not only could preserve their most treasured possession, religious freedom; but by industry, thrift, and faith in God achieve material prosperity, as evidenced by prosperous farm communities, and successful business and professional attainments;

Who laid the foundations for the development of an appreciation of the higher values of life, which have found expression in stately church edifices and world-wide religious activities, and in the establishment of recognized educational institutions, of which the Bethel College Memorial Hall is a concrete expression.

This Volume is Respectfully and Gratefully Dedicated

FOREWORD



PETER J. WEDEL, 1871-1951

Bethel College is the oldest Mennonite higher institution of learning in America. Including its predecessors, the Emmatal School and the Halstead Mennonite Seminary, it can look back upon more than sixty years of history. But no effort has been made in the past to commit its story to the printed page. Articles covering some phases of its history, its origin, its work, its struggles have appeared from time to time, but only in meager detail. This volume is the first attempt to interpret the story in some detail to its students, alumni, patrons and others interested in Mennonite higher education. It is an effort to

describe to the reader what Bethel College is, how it came to be what it is, and what it is trying to do. What aims did Bethel College set for itself, and how far has it gone in achieving these aims? What influences, such as religious, cultural, social, has it had upon its constituency? Has it played a significant role in the cause of higher education among Mennonites? Has it kept pace with educational progress elsewhere during these years? These are some of the questions that have been uppermost in the mind of the writer. How adequately the contents of the book answer them must be left to the kindly judgment of the reader. It is the hope that the story will lead to a better understanding of the difficulties—and they were many—which beset the enterprise from its very beginning, and to a deeper appreciation of the great debt of gratitude we, the descendants, owe our pioneer forefathers in this field for their courage, their faith, and their vision. Perhaps it can also help to create interest in Mennonite higher education among those who have mostly stood on the “sidelines” so far and prompt them to more active participation in the

cause of Christian higher education. It is hoped, too, that it may lead to a deeper feeling of gratitude to the Heavenly Father for His favors to Bethel College in the past and to more earnest prayers for His blessing and guidance in the future.

The task was undertaken with many misgivings. The writer's interest had in the past been exclusively in the scientific field. He had spent a lifetime in the study and teaching of science. True, the feeling was somewhat allayed by more than forty-five years of association with the institution, either as student or instructor; but the difficulties can really be appreciated only by one who has tried to transplant himself to an entirely new field, work with a new kind of material, learn new evaluations, and in general orientate himself in more or less unfamiliar surroundings. But with the progress of the work a gradual change took place. The *new* interest soon assumed an old and familiar aspect; what seemed at first like treading upon forbidden ground soon was recognized as the exploring of old and familiar territory, a return to old haunts after an absence of years. What was begun with a feeling akin to dread, soon became a labor of love.

There are many phases to the work of an educational institution, academic, financial, social, religious, personal. College life, like life in general, is mostly made up of many small incidents. Not the least of the difficulties encountered in writing this story has been the selection from the large amount of material available, of what is really important, of what is significantly contributory to the real purpose of the story. Neither is it always easy to determine the proper balance between the various phases of college life above referred to. There is room for wide differences of opinion in these respects. Some may wonder why this or that apparently insignificant detail is included. By the same token others may wonder why this or that incident was not included. Much detail may add to the interest of the story, but does not necessarily throw additional light upon it. The author assumes full responsibility for the choice of materials here presented and the emphasis placed upon the several phases of the story.

Much, in fact for the early years nearly all, of the source material is found only in the German language. The minutes of the board of directors and of the faculty, the catalogs and other College publications of the early years, the notices in the church paper, and many of the articles emanating from Bethel College or pertaining to Bethel College are available only in the German language. The author's familiarity with the German has thus been of inestimable value to him in the use of source material. In making translations from the original, he has attempted to give them a form that will produce the same impression in the mind of the reader as did the original in the minds of its readers, rather than render a close verbal or literal translation.

There has been in some respects, a dearth of material necessary to form an adequate or detailed picture of certain phases or events of the past. Especially is this true of the early catalogs and the early faculty proceedings. In his search for light on events of early history from actual participants or contemporaries of such events, the author has become painfully aware of how "treacherous" a thing the human memory can be. The testimonies of eye witnesses to early events vary at times considerably as to this or that detail. The author has found it advisable to rely mainly on documented evidence.

Grateful acknowledgment is hereby made by the author of his indebtedness to his colleagues on the Bethel College faculty, especially to those of long service with the College, for their ready and willing cooperation in this task. Especially does he feel indebted to President Ed. G. Kaufman, who has read the entire manuscript and made many helpful suggestions. Dean P. S. Goertz, Dr. D. H. Richert, Dr. J. H. Doell, Dr. A. J. Regier, Professor W. H. Hohmann, Professor J. J. Voth, and Mr. J. F. Moyer of the business office have been consulted on occasion and have contributed valuable information. Special acknowledgement is also due Miss Honora Becker of the English department of Bethel College for valuable assistance in the preparation of the manuscript. The records of the president's office, the dean's office, the registrar's office, the business office, both the regular and the historical libraries of Bethel College have at all times been accessible and have been freely consulted. In fact, every member of the faculty and the board, past or present, who has been consulted has cooperated in every way in his power. A word of appreciation is also due those who, by correspondence or by word of mouth, have helped to clear up uncertainties or to add to the completeness of the story. Acknowledgement is also due the *Newton Evening Kansan Republican* for the use of its old files from which much valuable material pertaining to the early history of Bethel College has been obtained.

The author has refrained from much critical comment on work of persons still living. Even in the case of those no longer living, judgments must be somewhat restrained out of deference to descendants or near relatives still living. Contemporary judgments must at best ordinarily be tentative. The years, here as elsewhere, will eventually and unfailingly reveal on what foundation and with what kind of material the structure has been erected.

Earnest efforts have been made to avoid errors, but it is not to be assumed that the efforts were entirely successful. For any errors of fact the writer assumes full responsibility. For errors in judgment, misinterpretations, faulty evaluations, important omissions, trivial inclusions, he can only ask the indulgence of the kind reader. The reader is perfectly welcome to make his own interpretations and evaluations.

The closing chapters of this book were written under the shadow of

a great sorrow, a sorrow only he can fully appreciate from whose side has been taken the companion of more than forty-five years of happy-married life; a companion, whose intelligent interest and appreciative understanding has materially contributed to whatever success this volume may achieve. She did not live to see the task completed, but her memory has been a constant challenge to more consecrated effort and greater devotion to a task in which she took great interest and to the completion of which she looked forward with much anticipation. The fond hopes could not be realized, but the blessed memories abide.

This volume is sent forth in the hope that it will prove, in some degree at least, a contribution to a better understanding of Mennonite education in this country, and that it may help to give impetus to the cause of Christian higher education so long neglected in Mennonite circles. It is a source of satisfaction to note that in the course of the years this cause has begun to blossom forth with bright promise for the future under the fostering care of devoted and far-sighted leaders in the Mennonite church.

P. J. WEDEL

August 16, 1948

Bethel College

North Newton, Kansas



INTRODUCTION

In the five-year program adopted by Bethel College in 1933, item seven called for the writing and publication of the history of the school. By action of the College board the undersigned was requested to do this. However, as president of the College, very little time was available for this task; hence the necessary research for this writing was postponed. Later when Dr. P. J. Wedel retired from active service as teacher and registrar he was asked to take over this project. In his consecrated way Dr. Wedel devoted much time and effort to this task and did an exhaustive piece of work. Unfortunately, in 1951 he was called by death before the book was published. In 1952, upon retirement from administrative duties as president of the College, the task of seeing the book through to completion was again assigned to the undersigned by action of the College board.

For some time consideration was given to the idea of publishing the material in two volumes. For various reasons authorities decided against this plan. A complete copy of Dr. Wedel's original typewritten manuscript of more than 1100 pages was bound in two volumes and placed in the Mennonite Historical Library of Bethel College. Here it will serve as a valuable reference work. A complete copy of the original manuscript was also placed in the custody of Miss Margaret Wedel, daughter of the author, Dr. P. J. Wedel. For publication purposes, however, it was decided to abridge the material somewhat and partially reorganize the same, keeping it *verbatim* in Dr. Wedel's original wording and sentence structure as much as possible, as well as retaining his interpretations and evaluations. The "Foreword" written by Dr. Wedel, which is given in the beginning of this volume exactly as he wrote it, dated August 16, 1948, indicates that he took the Story up to about that time. Now it was to be brought up through 1953, thus covering sixty-five years of history since the cornerstone laying of the Administration Building on October 12, 1888, and sixty years since the actual opening of the school on the present campus in the fall of 1893.

In condensing the material it was also reorganized into chapters of about equal length and divided into parts as follows: Part I, General Background; Part II, Pioneer Years at Bethel College, 1893-1911; Part III, Becoming a Liberal Arts College, 1911-1932; Part IV, Stabilization and Growth, 1932-1953; Part V, In Retrospect; and Part VI, Appendices, Reference Notes, Bibliography and Index. A short introduction was written for each Part, I to IV. Various chapters were brought

up to date and the last chapter of Part IV was written entirely by the undersigned. There was considerable difficulty in securing pictures for illustrative purposes. Those finally used were selected with the gracious help of The Mennonite General Conference Headquarters, The Mennonite Historical Library of Bethel College, and especially The Mennonite Press.

In this entire undertaking many persons were helpful in various ways. Of the Bethel College faculty, President D. C. Wedel, Dr. D. H. Richert and Dr. H. A. Fast read much or all of the manuscript and made valuable suggestions. Miss Margaret Wedel, daughter of the author, Dr. P. J. Wedel, was consulted freely and generously gave time and thought, reading proof, comparing the same with the original manuscript, and was helpful in various ways. Dr. P. P. Wedel, a former member of the College board of directors, and Mr. B. Bargaen, formerly manager of The Mennonite Press, also read much or all of the unabridged manuscript and gave much valuable assistance in matters of content and structure respectively. Miss Ilene Schroeder served as secretary, assisted in research, retyped the entire manuscript, and with her sister, Cloris, read proof, worked on the index and did much to help complete the task. Mrs. P. S. Goertz, for many years College Librarian and at present serving on the College board of directors, and Professor John F. Schmidt of the Mennonite Historical Library staff of Bethel College, read proof, helped select cuts and assisted in other ways. My wife, Anna M. Kaufman, formerly executive secretary of the Alumni Association, not only took keen interest in this task all the way through, but also was of great help in every phase of the entire project. The manager of The Mennonite Press, Mr. Dan J. Epp and his entire staff were accommodating and helpful in seeing the manuscript through the press. All these and many others deserve sincere appreciation and thanks for their suggestions, encouragement and help given in different ways.

All friends of Bethel College owe an inestimable debt of gratitude to Dr. P. J. Wedel who spent the greater part of his life in sacrificial service here at Bethel College, and who in his later years unreservedly gave himself to this volume. May the message of these pages help to rekindle the faith of the reader in Christian education and challenge him to a more consecrated dedication to the cause of Jesus Christ as represented by the Christian College.

Ed. G. Kaufman
December, 1953

Bethel College,
North Newton, Kansas

TABLE OF CONTENTS

Foreword	vii
Introduction	xi
Table of Contents	xiii
Illustrations and Tables	xxii

PART I

Page

GENERAL BACKGROUND

Introduction to PART I	2
CHAPTER I. THE BACKGROUND OF THE BETHEL COLLEGE CONSTITUENCY	2
A. Mennonite Origins	3
1. Early Leaders; 2. Persecution and Education.	
B. The Mennonites in Russia	5
1. Educational Progress in Russia	
C. Mennonite Education in Other European Countries	8
D. Early Efforts at Higher Education in America	9
1. The Wadsworth School (1868-78)	
CHAPTER II. EARLY EDUCATIONAL EFFORTS IN THE WEST (1877-1883)	14
A. The Kansas Conference	15
1. Adoption of School Aims; 2. Hindrances and Delays.	
B. The Emmatal School (1882-1883)	20
1. Eastern Attitude	
C. The Halstead College Association	24
CHAPTER III. THE HALSTEAD MENNONITE SEMINARY (Mennonitische Fortbildungs-schule) (1883-1893)	28
A. The Halstead School	28
1. Conference Relations; 2. The Curriculum; 3. Student Life; 4. The Model School; 5. The Indian Mission Students.	
B. Problems and Difficulties	35
1. Coeducation; 2. Finance; 3. Attendance; 4. The Limited Cur- riculum; 5. The Question of Incorporation and Location; 6. Faculty Changes.	
C. The Closing of the Seminary	41
CHAPTER IV. A PERIOD OF TRANSITION (1887-1893)	45
A. New Environment and New Adjustments	45
1. Cultural Adjustments; 2. The "Boom" in the Eighties; 3. The Horns of a Dilemma; 4. The Newton City Offer; 5. The Con- ference and the New Project.	

	Page
B. Bethel College Launched.....	50
1. A Change of Policy; 2. The Charter; 3. The Scope of the New Program; 4. Building Construction Begins; 5. Laying the Cornerstone; 6. The First Corporation Meeting.	
C. A Five-Year Delay.....	64
1. Financial Efforts—(a) The Bethel College Building Association; (b) The Endowment Fund; 2. The Field Limited; 3. Bethel College and the Halstead Seminary; 4. Growth of the Corporation; 5. The Campus Enlarged.	
D. A Test of Faith.....	75
1. Building Operations Resumed and Completed.	

PART II

PIONEER YEARS AT BETHEL COLLEGE

(1893-1911, 18 years)

Introduction to PART II.....	80
------------------------------	----

CHAPTER V. THE FIRST YEAR OF THE C. H. WEDEL

ADMINISTRATION	81
A. The New Administration and Faculty.....	81
1. C. H. Wedel, First President; 2. Other Faculty Members.	
B. Plant and Campus.....	84
1. Dedication of the New Building; 2. An Episode with the Flag; 3. Description of the New Building; 4. The Campus and Other Buildings.	
C. Student Life	90
1. The Curriculum; 2. Tuition; 3. Extracurricular Activities; 4. The Library; 5. Campus Rules; 6. The Student Body.	
D. Public Relations.....	96
1. The City of Newton; 2. The Western District Conference; 3. A Bequest; 4. Publicity; 5. The Close of the First Year.	

CHAPTER VI. THE FIRST DECADE (1893-1903).....

A. The Physical Plant and Equipment.....	100
1. The Housing Problem; 2. The Library; 3. Laboratories; 4. The Museum; 5. Campus Beautification.	
B. The Faculty	109
1. Changes and Readjustments; 2. Faculty Organization; 3. Early Faculty Meetings.	
C. Curricular and Extracurricular Development.....	115
1. Admission and Credits; 2. Curriculum Difficulties; 3. Art; 4. Commercial Courses; 5. Elocution and Physical Culture; 6. Musical Organizations; 7. Physical Training and Athletics; 8. Literary Societies; 9. Religious Life.	
D. Finances	130
1. The Endowment Fund; 2. Scholarships.	

	Page
E. Public Relations.....	136
1. The Local Congregation; 2. College Publications; 3. The Western District Conference— (a) The "Chair of Theology," (b) Diverging Paths, (c) Wiser Counsels Prevail.	
F. Summary of the First Decade.....	146
CHAPTER VII. THE LATER YEARS OF THE C. H. WEDEL	
ADMINISTRATION	147
A. Internal Development.....	147
1. Faculty Changes; 2. Music; 3. Literary Societies; 4. Laboratories; 5. Athletics; 6. Museum; 7. Missionary Interest.	
B. Buildings and Finances.....	154
1. Carnegie Hall; 2. Alumni Hall; 3. Minor Improvements; 4. Finances.	
C. Public Relations.....	159
1. Local Congregations; 2. The General Conference; 3. The Bethel Deaconess and Hospital Society; 4. Other Mennonite Institutions; 5. The State University and Other Schools; 6. The College Bulletin.	
D. The Passing of the Pioneers.....	170
1. B. Warkentin; 2. J. J. Krehbiel; 3. David Goerz; 4. C. H. Wedel.	
CHAPTER VIII. THE FIRST ADMINISTRATION OF J. H. LANGENWALTER (1910-1911)	176
A. The Dawn of a New Era.....	176
1. Curriculum Reorganization; 2. Faculty Reorganization; 3. Graduation Exercises.	
B. J. H. Langenwalter's First Administration (1910-1911).....	178
1. Whither Bound?; 2. The Forward Look; 3. Progress in Various Areas.	

PART III

BECOMING A LIBERAL ARTS COLLEGE

(1911-1932, 21 years)

Introduction to PART III.....	190
CHAPTER IX. THE BEGINNING OF J. W. KIEWER'S FIRST ADMINISTRATION (1911)	191
A. Faculty and Curriculum Changes.....	191
B. Efforts to Secure Financial Adequacy.....	201
C. Plant and Campus Improvements.....	209
1. The Alumni Hall; 2. Faculty and Student Residences; 3. Dreams of Future Buildings; 4. Water Supply; 5. The Arkansas Valley Interurban Railroad; 6. Electricity and Other Improvements.	

	Page
CHAPTER X. BECOMING A LIBERAL ARTS COLLEGE	219
A. Steps Toward the New Program.....	219
1. The First "College" Commencement; 2. Broadening the Curriculum; 3. Extracurricular Activities; 4. Improving Library Facilities; 5. Relation of College and Academy.	
B. The Twenty-Fifth Anniversary of the Cornerstone Laying.....	227
C. State Accreditation.....	229
1. Relation to the State Department of Education; 2. Bethel Accredited by the State; 3. Significance of Accreditation.	
CHAPTER XI. SAILING STORMY SEAS	235
A. The First World War.....	235
1. Local Sentiment; 2. The Language Question; 3. The "Segregation" Argument; 4. Effects of the War.	
B. Internal Dissensions	241
1. The Constituency and Orthodoxy; 2. Differences Among Faculty Members; 3. The Faculty Challenges the Board; 4. The Alumni Challenges the Board; 5. The Storm Subsides.	
C. The Western District Conference and Bethel College.....	246
1. A Plan for Closer Affiliation; 2. Significance of the Arrangement.	
D. Bethel College and Other Mennonite Institutions.....	253
1. Tabor College; 2. The Mennonite Theological Seminary.	
CHAPTER XII. PRESIDENT KIEWER CONCLUDES HIS FIRST ADMINISTRATION (1920)	255
A. Religious Life and Activities.....	255
1. The Bible Week; 2. The College Congregation; 3. The Missionary Interest; 4. Religious Education Emphasized.	
B. Other Phases of School Life.....	260
1. Intercollegiate Activities; 2. Publicity; 3. Student Life.	
C. A Quarter Century of Progress.....	266
1. President Kiewer Resigns.	
CHAPTER XIII. THE ADMINISTRATION OF JOHN E. HARTZLER (1920-1921)	270
A. A Tentative Five-Year Program.....	272
B. Other Events of the Administration.....	275
C. Resignation of President Hartzler.....	280
CHAPTER XIV. THE SECOND ADMINISTRATION OF JACOB H. LANGENWALTER (1921-1924)	281
A. Faculty and Curriculum.....	283
1. The Teaching Staff; 2. Academic Changes; 3. The Religious Life; 4. Intercollegiate Activities; 5. Publicity; 6. The First Homecoming Day.	

	Page
B. Conference Relations	290
1. The General Conference; 2. The Western District Conference; 3. Proxies and Conference Control.	
C. Finances and Buildings.....	294
1. The Financial Campaign of 1922; 2. Financial Stability a Conference Concern; 3. Enlarging the Campus; 4. Relieving the Congestion; 5. The Science Hall Project; 6. The Heating Plant and Other Construction.	
D. The Resignation of President Langenwalter.....	302
CHAPTER XV. THE COMMITTEE ON ADMINISTRATION (1924-1925)	304
A. Academic Changes	304
B. The Science Hall Nears Completion.....	305
C. The Faculty Turnover.....	307
D. Recognitions	308
CHAPTER XVI. JOHN W. KLIEWER BEGINS HIS SECOND ADMINISTRATION (1925).....	310
A. The Board and the Faculty.....	311
1. Reorganization of the Board; 2. The Reorganization of the Faculty; 3. The Faculty Kaleidoscope.	
B. Academic Development	316
1. Curriculum Trends; 2. The Department of Music; 3. The Academy Discontinued; 4. The Bible School Division; 5. Rise of Departmental Clubs; 6. Academic Honors; 7. Recognition in Various Fields; 8. Foreign Students; 9. Revision of Rules and Procedures; 10. Extracurricular Activities.	
CHAPTER XVII. THE DEPRESSION AND ITS DIFFICULTIES.....	327
A. Bright Spots in the Dark Picture.....	327
1. Campus and Other Improvements; 2. Aggressive Publicity; 3. Parent-Student Day—Booster Banquet; 4. In Memory of the Pioneers.	
B. The Problem of Accreditation and Finances.....	332
1. The Need for Accreditation; 2. Grasping at Straws; 3. Attitude of the Board and of the Corporation; 4. Attempted Financial Reforms; 5. Deterioration in the Financial Situation; 6. The Faculty Acts; 7. The Constituency Becomes Alarmed.	
C. Resignation of President Kliewer (1932).....	343
1. An Evaluation of the Situation.	

PART IV

STABILIZATION AND GROWTH

(1932-1953, 21 years)

Introduction to PART IV.....	347
------------------------------	-----

	Page
CHAPTER XVIII. ED. G. KAUFMAN BEGINS HIS	
ADMINISTRATION, 1932.....	349
A. Achievements of the Past.....	349
B. The New Administration.....	349
1. The First Five-Year Program; 2. The Important Points of the Program.	
CHAPTER XIX. THE COLLEGE BOARD, CORPORATION AND	
FACULTY	355
A. The Board of Directors.....	355
1. Reorganization of the Board; 2. The Advisory Council.	
B. The College Corporation.....	358
C. The Faculty.....	360
1. Faculty Reorganization; 2. Faculty Retreats; 3. Faculty Tenure and Salary; 4. Faculty Studies; 5. Literary Activities of the Faculty; 6. Faculty Personnel.	
D. Forms of Recognition.....	370
1. Memorial Chairs; 2. Honorary Degrees; 3. Special Plaques and Rooms.	
E. Necrology	373
1. President J. W. Kliever; 2. Dean P. S. Goertz; 3. Other Faculty Members and Wives; 4. Board Members.	
CHAPTER XX. FINANCES AND PLANT.....	376
A. Grappling With the Finances.....	376
B. Financial Campaigns	379
1. The Booster Banquet; 2. The Financial Campaign of 1934 (Kettlekamp); 3. The Campaign of 1937 (Pierce and Hedrick); 4. Campaign of 1940 (Cutshall)	
C. Brightening Prospects	384
D. Campus and Plant.....	386
1. Expanding Instructional Facilities; 2. Student and Faculty Housing; 3. The Dairy Farm and the Franz General Shop; 4. The Health Center and the Grattan Building; 5. The Memorial Hall and the Library; 6. The College Church and North Newton.	
CHAPTER XXI. ACADEMIC REVISIONS.....	398
A. A New Statement of Aims	398
B. The Curriculum Reorganized.....	400
1. Curriculum Divisions and Introductory Courses; 2. The Quarter System; 3. Honors Courses; 4. Religious Instruction; 5. The Natural Sciences and the Humanities; 6. The Social Studies and Teacher Education; 7. Applied Arts and Sciences; 8. Growth of the Curriculum; 9. Library, Laboratories and Visual Aids.	

	Page
C. Measuring Results	412
1. Admissions and Tests; 2. The Grading System; 3. Comprehensive Examinations; 4. Alumni Graduate Study; 5. Graduate Record Examinations; 6. Degree Requirements.	
D. The Summer School	417
E. The Mennonite Bible Academy	419
CHAPTER XXII. STUDENT LIFE	422
A. Extracurricular Activities	422
1. Student Government; 2. Religious Activities; 3. Music; 4. Forensics; 5. Athletics; 6. Departmental Clubs; 7. Social Life on the Campus; 8. Student Pranks; 9. Picturing College Life.	
B. Student Aid	443
1. Scholarships and Loan Funds; 2. Cooperative Boarding; 3. Government Aid; 4. Health and Hospital Service; 5. The Teacher Placement Bureau.	
C. Student Industries	446
1. Aims and Objectives; 2. Attitude of the Faculty; 3. Visits to Other Institutions; 4. The Dairy and the Farm; 5. The Print Shop; 6. General Employment.	
D. Recognition of Student Achievement	452
CHAPTER XXIII. SOME PROBLEMS AND ACHIEVEMENTS	454
A. North Central Association Accreditation	454
1. The 1931 Application; 2. The Kelly Survey of 1932; 3. The North Central Association Evaluation of 1934; 4. The Goal Achieved, 1938.	
B. The Fiftieth Anniversary and Memorial Hall	459
1. Memorial Hall Campaign; 2. Linking the Past with the Future; 3. The Golden Anniversary (a) A pageant of Mennonite History; (b) The Anniversary Seal, (c) Surveying the Past and the Future; 4. Completion and Dedication of Memorial Hall; 5. A Decade of Progress.	
C. The Second World War	470
1. Problems Arising Out of the War; 2. United We Stand—Mennonite Colleges; 3. Effects of the War; 4. The Civilian Public Service; 5. Post-War Adjustments.	
D. The Kauffman Museum	480
1. The Museum Purpose; 2. Acquisition of the Kauffman Museum; 3. The Museum Collections; 4. Cultural and Historical; (a) Exhibits From Mennonite Mission Fields; (b) A Pioneer Mennonite Home; 5. The Fine Arts; 6. Natural History Collections.	
E. The Mennonite Archives and Historical Library	489
1. Background; 2. Books and Periodicals; 3. Archives; 4. Microfilms, Photographs and Slides; 5. <i>Mennonite Life</i> ; 6. Continuing Research.	

	Page
CHAPTER XXIV. PUBLIC RELATIONS	495
A. Publicity and Student Solicitation.....	495
B. Relations With Other Institutions and Organizations.....	497
1. Other Colleges; 2. The General Conference; 3. Mennonite Biblical Seminary; 4. The Bethel Deaconess Hospital; 5. The Bethel College Congregation; 6. The City of North Newton.	
C. Services to the Constituency.....	505
1. Extension Classes and Adult Education; 2. Bible Week and Church Workers' Institute; 3. Voluntary Service and Young People's Retreats; 4. Mennonite Song Festival and Church Music Institute; 5. The Kansas Institute of International Relations; 6 Rural Life Institute and the Mennonite Educational and Cultural Conference; 7. The Memorial Hall Series; 8. The Menno Simons Lectureship; 9. The Western District Conference Loan Library; 10. Workshops and Other Groups.	
D. The Alumni Association.....	513
1. Early Meetings; 2. Growth of the Association; 3. Assuming Responsibilities; 4. Charting a New Course; 5. Achievements of Alumni.	
E. Other Auxiliary Organizations.....	521
1. The Bethel College Fellowships; 2. The Bethel College Women's Association; 3. The On-to-Bethel Club.	
CHAPTER XXV. TRANSITION FROM KAUFMAN TO THE	
D. C. WEDEL ADMINISTRATION, 1952-53	526
A. Review of Two Decades.....	526
1. Personnel of these years; 2. Summary Statement:—1. Background; 2. Objectives; 3. Plant and Finances; 4. Curricular Changes; 5. Extracurricular Activities; 6. Students; 7. The Mennonite Emphasis and Public Service; 8. Administration and Faculty; 9. Accreditation.	
B. The Transition to the David C. Wedel Administration.....	536
1. The Transition in Various Administrative Offices; 2. The Transition in the President's Office.	
C. The First Year of the David C. Wedel Administration.....	541
1. Installation of President D. C. Wedel; 2. Faculty Changes; 3. Other Items of Interest.	

PART V

IN RETROSPECT

CHAPTER XXVI. IN RETROSPECT	554
A. Bethel College a Child of Faith.....	554
1. The Early Leaders; 2. A Growing Institution.	

	Page
B. The Academic Life.....	556
1. The Faculty; 2. Curriculum and Instruction; 3. Social and Religious Life; 4. Other Extracurricular Activities; 5. The Library; 6. The Laboratories; 7. Students, Ex-Students and Alumni.	
C. The Material Resources.....	562
1. Finances; 2. Campus and Buildings.	
D. The Constituency.....	564
1. The Corporation and the College Board; 2. Auxiliary Organizations; 3. The Constituency.	
E. College Poems	567

PART VI

APPENDICES, REFERENCE NOTES, BIBLIOGRAPHY AND INDEX

Appendix I The Charter.....	576
Appendix II Members of Governing Bodies.....	583
Appendix III Principals, Presidents and Faculty.....	584
Appendix IV Enrollment Data 1882-1953.....	590
A. Enrollment Record (1882-1953); B. Graduates; C. Miscellaneous.	
Appendix V Class Memorials	593
Appendix VI Chronological Table—1877-1953.....	593
Reference Notes	604
Bibliography	618
1. Mennonite History; 2. General References, Pamphlets, Etc.; 3. Minutes and Reports; 4. Catalogs and Special Bulletins; 5. Special Articles, Studies; 6. Student Activities Records; 7. Periodicals; 8. Correspondence.	
Index	621

ILLUSTRATIONS AND TABLES

South Entrance to Bethel College Campus.....	iv
West Entrance to Bethel College Campus.....	v
Peter J. Wedel.....	vii
Bethel College Seal.....	x
Menno Simons	4
Wadsworth Seminary Building.....	11
Wadsworth Teachers and Students.....	12
Santa Fe Railroad Immigrant Houses.....	14
Emmatal School House.....	20
New Alexanderwohl Immigrant House.....	21
Emmatal School Building Dismantled.....	24
Warkentin Flour and Grist Mill.....	26
Heinrich H. Ewert.....	29
Table of Attendance of Emmatal and Halstead.....	37
Halstead School Building.....	41
Students and Teachers of Halstead Seminary.....	42
David Goerz, Bernhard Warkentin, J. J. Krehbiel.....	63
Halstead Seminary Buildings at Bethel College.....	73
Main Building (Bethel College) in Construction.....	77
Bethel College Main Building Completed.....	78
Cornelius H. Wedel.....	82
Curriculum for Preparatory and Academy Courses.....	90
Minnesota Home, Ladies' Cottage.....	101
Bethel College Campus, 1901.....	102
First Library Room.....	104
The Faculty, 1906.....	112
Students and Faculty, 1897-1898.....	116
Classes of 1898 and 1899.....	119
An Early Art Class, 1898.....	121
The First Pipe Organ, 1902.....	126
Belles-Lettres Hall	129
Carnegie Hall, 1908 (Women's Dormitory).....	155
Sister Frieda Kaufman.....	162
The Bethel Deaconess Hospital, 1908 and 1939.....	164
Four Letterheads in Which D. Goerz's Name Appears.....	172
Authorization of D. Goerz as Bethel College Representative.....	174
Jacob H. Langenwalter.....	179
Faculty, 1910-11.....	181
The White House.....	185
A Bethel Song.....	187
John W. Klierer.....	193
Faculty, 1914-15.....	195
Oratorio Society, 1914-15.....	199
Board of Directors, 1912-13.....	202
Students' Homes, 1913.....	206
Alumni Hall, 1914.....	210
Leisy Home, 1915.....	212
Arkansas Valley Interurban Railway Car, 1913.....	214
R. A. Goerz.....	216
Arbor Day, 1913.....	217
First College Graduating Class, 1912.....	220
Faculty and Student Body, 1918-19.....	223

Library (Below Chapel) 1914-1952.....	226
Twenty-fifth Anniversary Celebration, 1913.....	228
Men's Glee Club, 1915-16.....	231
Alma Mater.....	232
Peter H. Richert.....	250
General Conference India Missionaries.....	258
General Conference China Missionaries.....	259
John E. Hartzler.....	271
Goerz Hall, 1921.....	276
Jacob H. Langenwalter.....	282
Faculty and Students, 1923-24.....	286
Girls Gymnasium Class, 1915-16.....	288
Music Hall, 1922; Welty Home, 1923.....	298
Science Hall, 1925.....	307
Der Deutsche Literarische Verein.....	309
John W. Kliewer.....	310
G. A. Haury, Sr.....	313
Football Squad, 1927-28.....	325
Executive Committee of the College Board, 1931.....	337
Ed. G. Kaufman.....	350
The Five-Year Program.....	351
The Board of Directors, 1938.....	356
Corporation Meeting—Lunch Time.....	359
Faculty Committee, 1936.....	363
Faculty and Staff, 1948.....	369
Memorial Chairs—Kliewer, Thierstein, Haury, Wedel.....	370
Memorial Plaques and Rooms.....	372
J. M. Regier.....	381
O. Jolliffe Addresses Booster Banquet.....	383
Map of Bethel College Campus, 1936.....	387
Student and Faculty Housing.....	389
The College Farm Buildings.....	390
The Franz General Shop, 1947.....	391
The Health Center, 1947.....	392
The Grattan Building, 1948; Memorial Hall, 1942.....	393
Mrs. Elizabeth Watkins.....	394
The Library, 1952.....	395
The Bethel College Mennonite Church.....	396
Proposed Men's Dormitory.....	397
Bible Teachers.....	402
Ministerial Students and Teachers, 1944; Cheminar, 1944.....	404
The Messiah Chorus, 1943.....	406
In the Classroom; Visual Education.....	407
Typewriting Class.....	408
Growth of the Bethel College Curriculum.....	410
Library, Main Floor.....	411
Performance Record (Testing).....	413
Commencement.....	417
The Mennonite Bible Academy, 1943-44.....	419
"Friendships Here Begun".....	421
Student Council, 1942.....	423
Chinese Students.....	424
Student Christian Association Cabinet, 1944.....	426
The College Band.....	427

Orchestra, 1947-48; Mennonite Singers on European Trip, 1952.....	428
Cast of Senior Play, "Barter," 1935.....	430
Football Squad; Beta Kappas, 1948-49.....	432
Students at Dinner.....	434
Students and Faculty, 1946.....	439
Physician and Nurses.....	445
The Dairy Farm; W. L. Friesen.....	450
The Print Shop.....	451
Kidron Kottage, 1950-51; Chisholm Park Project, 1947-49.....	453
North Central Association Bethel College Pattern Map, 1938.....	457
Golden Anniversary Year, 1938, Students and Faculty.....	461
Golden Anniversary Seal, 1938.....	466
Memorial Hall, 1942.....	468
Persons Present at the 60th Anniversary, 1948.....	469
Bethel College Board, 1949.....	472
Foreign Students, 1947; Canadian Students, 1948.....	478
The Threshing Stone.....	483
Visiting the Kauffman Museum.....	488
The Mennonite Historical Library.....	493
Mennonite Life	494
Willis Rich	496
Chapel Meditations	497
Mennonite General Conference, 1945.....	499
Pastors of the Bethel College Congregation since 1932.....	502
North Newton Officials.....	504
J. Winfield Fretz.....	510
Mrs. P. S. Goertz.....	512
Alumni Dinner	519
Women's Association Board, 1944.....	523
Joining the On-to-Bethel Club.....	524
Old Glory from the College Steps.....	525
College Board with Faculty Representatives, 1951-52.....	526
Faculty and Staff Members, by Curriculum Divisions.....	527, 528, 529
Teachers in Various Fields.....	536
New Administrative Staff Members.....	538
David C. Wedel.....	540
New Faculty Members Since 1952.....	542
Menno Simons Lectureship Luncheon, 1953.....	543
Enrollment Table, 1932-53.....	544
Financial Tables, 1932-53.....	545-547
Growth of Net Worth, 1932-53.....	548
Adolph G. Goering.....	548
Bethel College Campus Map, 1953.....	549
Air View of the Campus, 1952.....	550
Campus Buildings, 1953.....	551
"Where There Is No Vision the People Perish".....	552
Bethel College Pledge Song.....	573
"Lead Kindly Light".....	574

THE STORY OF BETHEL COLLEGE

Part I

GENERAL BACKGROUND

INTRODUCTION TO PART I GENERAL BACKGROUND

There is much that takes place before an institution such as Bethel College actually comes into being. Part I of this volume deals with the "General Background" of Bethel College. Mennonites being the main constituency of the school, it is necessary to consider briefly their life and faith in Europe, including Russia, before coming to America; as well as their pioneer years in Kansas and other midwestern states during which time they called Bethel College into being. Institutions of higher learning often root back into earlier efforts along similar lines which slowly emerge and develop into the larger and more stable one. Mennonite educational efforts in America preceding and greatly influencing Bethel College found expression in schools at Wadsworth (1868-1878), Emmatal (1882-1883), and Halstead (1883-1893). All of these, as well as the six-year "Period of Transition" from Halstead to Bethel College (1887-1893) are considered here as part of the "General Background" of the College. The chapter headings of Part I are: "The Background of the Bethel College Constituency," "Early Educational Efforts in the West (1877-1883)," "The Halstead Mennonite Seminary (1883-1893)," and "A Period of Transition (1887-1893)." Part II is devoted to "Pioneer Years at Bethel College."

CHAPTER I

THE BACKGROUND OF THE BETHEL COLLEGE CONSTITUENCY

A. Mennonite Origins

Although many of the fundamental teachings of the Mennonite church can be traced back through the history of the Christian Church to the very beginnings of organized Christianity, the movement which led directly to the formation of the Mennonite denomination originated in Switzerland during the early years of the Reformation. It had its roots in the same general awakening, intellectual and religious, which gave rise to the other similar movements of that time in Europe, and for a time it developed alongside of, and in general agreement with, these movements.

Soon, however, differences of opinion arose between the leaders on a number of questions regarded as of fundamental importance by them. For a fuller statement of these controversial issues, the reader is referred to any book on Mennonite history, as it is not the purpose to enter upon an exhaustive history of the Mennonite church here.¹ However, for the purposes of this book, and to avoid possible misconceptions that may arise later on in the study of Mennonite attitudes toward higher education, a brief mention is desirable of some of the men who played important parts in the movement, which at first called itself just "Brethren" and later came to be known as "Anabaptists" and finally as "Mennonites."

The most important differences of opinion, those fraught with the most far-reaching consequence for the future of this movement, centered around the question of the ultimate authority in religion. Should it be the state or should it be the individual conscience? Should the teachings of the Bible be interpreted by a hierarchy, and should these teachings be enforced by the power of the state, or should one's life be governed by one's own convictions as based upon the prayerful study of and meditation upon God's Word? Both sides had active and able leaders, men of great learning, earnest and sincere students of the Bible. Debates and "disputations" were held between the adherents of the two doctrines; and, though at first these gave some hope of resulting in agreement, the final outcome was that each side clung to its own position with uncompromising firmness and tenacity. Thus a final break resulted.

1. *Early Leaders.*—The men who finally took their stand on the side of a state church—a church which could and did enforce its decrees

through the state, which could and did use the state for its own ends—Luther, Zwingli, Calvin, and others are well known to the student of history. The men who took the opposite view, the view that church and state should be entirely distinct and separate, each supreme in its own sphere, are less well known; yet in scholarship, in eloquence, in



MENNO SIMONS 1496-1561

nobility of character, in definiteness of conviction, in willingness to "pay the price," they stand no whit below the men mentioned above. Had they chosen to cast their lot with a state church, there is little doubt that the names of some of these men would take places in history alongside of these others. One need mention only such men as Conrad Grebel, Georg Blaurock, and Felix Manz, in Switzerland; Hans Denk, Ludwig Haetzer, Balthaser Hubmaier, Michael Sattler, Pilgram Marbeck, in Germany; and Menno Simons, in Holland. When one notes the keen logic with which these discomfited their opponents in debate, and the great multitudes who were induced by their eloquence to become their followers one realizes that these were men of exceptional abilities.

2. *Persecution and Education.*—The later attitude of the Mennonite church toward education, especially higher education, was the result of the treatment these men and multitudes of their followers received through succeeding centuries at the hands of the state church. Driven from pillar to post, practically outlawed by both church and state, many of these men were executed. Their followers of later times wandered for centuries over much of Europe, for there seemed to be no abiding place for them. Persecution, banishment, torture, loss of property, and not infrequently of life itself, most generally at the instigation of the clergy, were the fate of these men and their followers. In the course of the centuries, this treatment became less and less severe; but it was not until the migration to America and to Russia of the ancestors of the men and women mentioned in the following pages that the Mennonites enjoyed full political and religious liberty.

The persecutions which the Mennonites had to undergo from the very beginning of their history deprived them of an educated leadership, the loss of which naturally had an adverse effect upon their growth and development. Later on in their history the bitterest enemies of the Mennonites again were the educated leaders of the opposition.

It was these experiences that were largely responsible for the hostile attitude of the Mennonites toward higher education during much of their history. Mennonite attitudes toward education must be viewed in the light of the foregoing facts to be properly understood and evaluated. These facts, too, throw light on the conservative religious attitudes of the earlier Mennonite communities in America. This attitude must not be interpreted as mere bigotry and narrowmindedness. The forefathers of these men and women suffered and sacrificed much for their faith. This faith had carried them through much suffering and persecution. They were clinging to something that had proved its worth in their lives. These persecutions caused Mennonite migrations to different parts of the world. Hence Mennonite communities gradually found themselves in Switzerland, France, Austria, Germany, Holland, Poland, Russia, North America, and in more recent times, also in North and South America.

B. The Mennonites in Russia

The history of Bethel College is in a large measure the story of education among the Mennonites who came to the United States from Russia in 1874 and the years following. They form the largest and most influential group of its constituency. There are, of course, other groups who also played important parts in the educational life of Mennonites in the West, such as immigrants from Germany, Austria, Switzerland and descendants of Eastern Mennonites who had settled in the West. However, the relatively large number of the Russian Mennonites, their fairly homogeneous character, and the unusual opportunities which had been theirs in Russia gave them a predominant influence and a unity of action and purpose that made them the most important single group among the Mennonites in this area. A brief statement of their history and experience prior to their coming to the United States will make for a better understanding of some of their attitudes in educational matters and a more genuine appreciation of their achievements in this respect.

While commonly called Russian Mennonites, they were not Russian by nationality. Their ancestral home had been Holland. They had left this ancestral home during the severe persecutions which followed the Reformation period and had migrated to Germany. Here they were treated more mildly, but they were still denied many of the privileges enjoyed by the members of the state church. They were not allowed to have their own schools; their worship was restricted; and in general

the attitude of the government and of the members of the state church was one of mere tolerance rather than of welcome. Accordingly, when in 1786 Empress Catherine of Russia invited them to settle in her newly acquired lands in southern Russia, she offered them privileges that were so far superior to anything they had enjoyed heretofore that large groups took advantage of the opportunity and migrated to Russia "bag and baggage."

It was, however, largely the poorer people that took part in this migration, men and women who were seeking economic betterment as well as freedom from the religious restraints imposed upon them. Under the severe social, economic, and religious handicaps in both Holland and Germany, it was impossible for them to develop an educational system of any consequence. Historically, too, they had little occasion to develop an appreciation for higher education, for it was mostly the educated classes, especially the clergy, that was responsible for their past sufferings. It need not surprise us, therefore, if these immigrants into Russia had not attained any high degree of intellectual achievement, and that their greatest interests at first were economic rather than educational in character.

1. *Educational Progress in Russia.*—In some respects the Mennonites who migrated to Russia beginning about 1786 found a situation very different from any that had confronted Mennonites in the past. They could look hopefully into the future. They were not entering a country which admitted them grudgingly or subjected them to all sorts of limitations and restrictions. For the first time in their history they were welcome to enjoy a measure of freedom such as even the wildest flights of their imaginations could hardly picture.

A delegation of Mennonite leaders had submitted to Empress Catherine of Russia a statement of the desires of the prospective Mennonite settlers in her domain. The Empress accepted this statement with only slight modifications. The Mennonites were allowed to enter Russia almost on their own terms. They were permitted to have their own local government, retain their native language, to build and maintain their own churches and schools. They were granted religious freedom, and exempted specifically from military service and from the payment of taxes for ten years. Their transportation was paid, and each family was given a tract of land free besides other valuable privileges.

At last fortune smiled upon a people who had known little but oppression and persecution in the past. At last the Mennonites were to have real freedom: they were to be free to develop institutions in their own way; free to form a community in which the genius of Mennonitism could express itself unhampered by political or religious restrictions, with one exception. They were not allowed to proselytize members of the Greek Orthodox Church.

It is quite clear that opportunities for self-expression, for growth and development, are much more favorable where larger groups of like-minded people live and work together than where small isolated groups exist. Such was now the case with the Mennonites in southern Russia. Certainly if favorable surroundings can awaken a dormant mentality and stimulate suppressed ambitions and creative abilities into activity, these pioneer Mennonites in Russia had a rare opportunity to show what sturdiness of character and what quality of intellect was in them.

The new settlements in Russia, thus, had opportunities for a most auspicious beginning. But there is also another side to the picture. As already intimated, the immigrants were mostly of the poorer classes; they had not been permitted to have their own schools in Germany;² they had to contend with unfamiliar conditions of soil and climate; they were harassed by marauding neighbors; and internal dissensions too often absorbed energies that might well have been expended on worthier causes. Their main interests were directed toward economic betterment. Education carried but little appeal. Schools were few and these were sometimes taught in the home of the teacher; the teachers themselves were poorly prepared, often plying a trade alongside of their teaching; attendance was voluntary or at the discretion of the parents; and equipment, such as is now considered essential to good teaching, was entirely lacking. Accordingly, during the first fifty years in Russia the Mennonite youth received but little education. The result was a low level of intellectual and religious life.

Finally among the younger generation the need for a better-trained ministry made itself felt more and more keenly. It was soon realized, however, that advanced or specialized training for the ministry was impossible without proper previous preparation. Thus elementary, or village schools, were established. These were soon followed by secondary schools, called *Zentralschulen*. Teacher-training courses were introduced in these secondary schools to prepare teachers for the village schools. Girls' schools also were established, and Mennonite education in Russia began to blossom out with fine promise. Under the warm sunshine of intellectual and religious liberty and the fostering care of intelligent and far-seeing men, the seed, which for some centuries had lain dormant in the cold ground of a hostile and ever-changing environment, began to sprout and develop.

Then came the blow. In 1870 the Russian government decided to abrogate the terms of the agreement under which the Mennonites had come to Russia and to "Russianize" the millions of Germans who had come under the attractive offers of a previous Russian government. The Mennonites formed only a small part of the group affected by this action, but they were especially hard hit because the blow struck at the very roots of their religious faith; it deprived them of one of their

most cherished privileges, nonresistance. To obey meant a violation of conscience.

Though the Russian government finally made some concessions by offering to allow the Mennonites to enter the forestry service instead of taking up regular military service, yet they had become so greatly alarmed by the action of the Russian government that another one of the periodic migrations so characteristic of Mennonite history began, and thousands of them left Russia for America. The majority of these emigrants settled in Kansas in fairly compact communities. Among them was a comparatively large number of what were for that time well-educated men. They brought with them a fine appreciation for education. They established elementary schools in this country from the very beginning, in some cases within a year of their arrival. Two or three years later agitation for a higher institution of learning began among them—but this story will be told in a later chapter.

C. Mennonite Education in Other European Countries

The picture of early Mennonite education in Europe was not very bright. The reasons are quite evident: (1) economic and religious restrictions, (2) unfair treatment by governments and neighbors, (3) a generally unfriendly, even hostile attitude wherever they found themselves, (4) frequent migrations. Material prosperity and well-being are not easy of achievement under such conditions, and yet these can be an important factor in cultural development. Education, which is such an important factor in cultural progress, will not flourish in so unfavorable a climate. While a high educational status is not necessarily essential to a deep and genuine spiritual life, it is nevertheless true that the tide of the spiritual life is apt to rise and fall with the tide of the intellectual life. Certainly, poverty and distress are not necessarily fountainheads of a deep spiritual life, any more than they are prerequisites to great intellectual activity.

So we find the intellectual life of the European Mennonites, prior to the migrations to America and to Russia, at a rather low level, generally speaking. Their spiritual life, too, was confined to the quiet and unostentatious manifestations of the inner life rather than manifesting itself in the more striking phenomena of outwardly visible organization and institutions. Education, at least in its elementary form however, was never completely lost sight of; a simple but vital faith in God characterized them and sustained them throughout the severe trials they were forced to undergo during the two centuries of their migrations in Europe.

There was but little effort at higher education among the Mennonites of Europe during the early centuries of their history. A few sporadic attempts were made by farsighted individuals rather than a unified or concerted effort by larger groups. A movement to found a theological

seminary in the Netherlands in the early years of the eighteenth century,³ the school at Friedelsheim, in South Germany, organized in the early years of the nineteenth century by Jacob Ellenberger, and the *Realschule*, at Weierhof, Germany, organized in 1867 by Michael Loewenberg testify to the fact that the love of higher learning had not become entirely extinct among the Mennonites even under centuries of European oppression and persecution.

D. Early Efforts at Higher Education in America

What was true of the Mennonites who migrated from Germany to Russia during the latter part of the eighteenth century was true also of the Mennonites who migrated from Germany and other European countries directly to America previous to the coming of the Russian Mennonites. They, too, had labored under economic handicaps, social ostracism, and religious oppression in Europe and had come to America in search of freedom. They, too, were mostly of the poorer classes; they, too, looked with suspicion upon higher education. They, too, were prompted in their migration to America by motives very similar to those prompting the later migrations of their brethren to Russia. We thus find as early as the seventeenth century isolated groups of European Mennonites willing to risk the long and hazardous voyage across the Atlantic in search of that freedom, civil and religious, which was denied them in their native countries. This movement continued through the eighteenth and far into the nineteenth centuries. These immigrants settled for the most part in closed communities in the eastern part of the United States whence they gradually spread northward into Canada and westward as far as Kansas and its neighboring states.

The reader must, however, beware of the impression that education in every form was taboo among these people. Elementary schools were not uncommon in the early Mennonite communities in the United States. The most famous of these schools was that of Christopher Dock, the "pious schoolmaster on the Skippack," in Pennsylvania, in the eighteenth century. This school is a milestone in the history of American education, for it exemplified the spirit and philosophy of modern elementary education in an age when such education was still very decidedly in an embryonic stage. Mention may also be made of the work of Pastorius, a Mennonite in all but name, who was deeply interested in education in the early Mennonite settlements in America. The opposite extreme, too, may here be mentioned, the "pig sty" schoolhouse of William Ritter, also in Pennsylvania. The building housed the pigs in its lower story, while the upper story was used as a schoolhouse. It is said that when the pupils wanted a holiday they would go downstairs and stir up the swill barrel, thus arousing the appetite of the pigs who became so clamorous that school was dismissed for the rest of the day. Doubtless, in-

stances of all gradations between these two extremes could be found in the elementary Mennonite schools of that day.

About the middle of the nineteenth century signs of a greater interest in higher education appeared in eastern Mennonite communities. In 1848 Freeland Seminary was established near Philadelphia, and another school was started in Virginia in 1851. They failed to receive the support of the Mennonite people and either succumbed or passed into other hands.

1. *The Wadsworth School (1868-1878).*—Little can be said regarding higher education among the American Mennonites preceding the nineteenth century. Of course ambitious young Mennonites not finding the opportunities they desired among their own people went to other colleges and universities. It was these young people who helped to keep alive the interest in higher education. For this interest never died out completely. Buried like a spark in the ashes of indifference and neglect, higher education needed only the gentle breeze of a little personal interest and encouragement to burst into flame, and the flame began to spread. One enterprise, allowed to die by neglect or killed by active suppression in one place, would cause a similar one to spring up elsewhere with renewed vigor and determination.

In 1860 a conference of Mennonites, if such it may be called, was held at West Point, Iowa, at which representatives from a few churches in Iowa and Pennsylvania, together with a few other interested persons, discussed the question of establishing an institution for theological training. No definite action seems to have been taken at the time, but at the next conference, held in Wadsworth, Ohio, in 1861, the question again came up and active steps were taken to set this matter in motion. Daniel Hege, of Illinois, was appointed to visit the churches in the interest of missions and the proposed new school. It is especially noteworthy that it was the missionary spirit that prompted the leaders to take this action. From the very beginning the cause of higher education among the Mennonites was linked with the cause of missions, and it has remained so to the present time. The necessity of having higher institutions of learning in order to prepare workers for the mission fields has been one of the strong arguments for higher education.

It is important to note the wide distribution, geographically, of the men who took the lead in the new movement. These men were John H. Oberholtzer, of Pennsylvania; Daniel Hege, of Illinois; Daniel Hoch, of Canada; Daniel Krehbiel, of Iowa; and Ephraim Hunsberger, of Ohio. Evidently the movement arose in response to a widely felt need in the church, recognized only dimly perhaps by the masses, but sensed by the leaders. As soon as given concrete form by its leaders, it found widespread support among the people. If these enterprises did not always succeed at first, the failure was perhaps due as much to the

inexperience of the leaders of the enterprise as to the indifference of the masses of the people.

The next conference held in Summerfield, Illinois, in 1863, had grown markedly since its first meeting three years earlier. From an unofficial representation of three or four churches at the first conference in 1860 it had grown to an official membership of at least fourteen churches, with unofficial representation by a number of other churches. The conference decided to proceed with plans for putting the school into actual operation.

The school was called "The Christian Educational Institution of the Mennonite Denomination." It was decided to locate it at Wadsworth, Ohio. Daniel Hege, who had been appointed by the conference in 1861



WADSWORTH
SEMINARY BUILDING

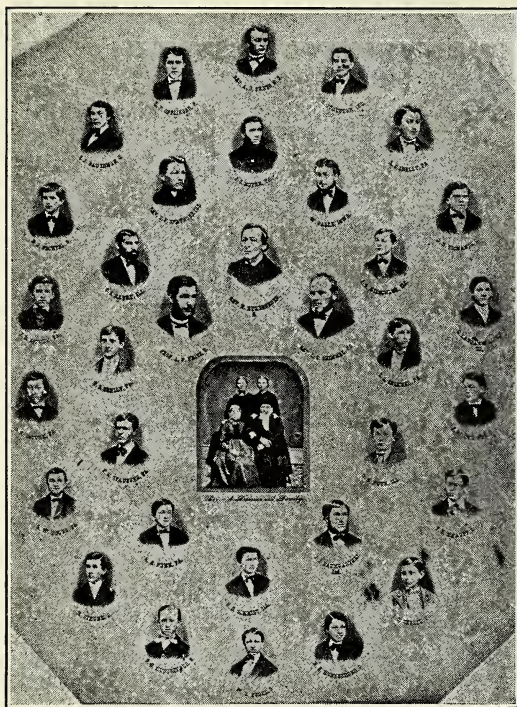
Building erected 1866, used 1868-78. Later the building was transferred to the local normal school and was replaced by a modern building in 1924.

to visit the churches in the interest of missions and the proposed school, reported surprising success. In September, 1862, he reported subscriptions to the proposed school in the amount of \$3,150.⁴ Appeals were made through the church paper of that day, the *Volksblatt*.⁵ Gradually the movement gained ground; enthusiasm for the school began to run high—possibly too high, apparently outrunning the calm deliberation and balanced judgment necessary to the success of such an enterprise.

A Committee of Supervisors consisting of three members was entrusted with the task of carrying out the proposed plans for the school. Some sub-committees were elected to assist this committee in difficult and important matters. A building was erected and dedicated in 1866, and school was opened January 2, 1868, with two instructors and twenty-four

students. Slightly more than one-half of the students were Mennonites. German was to be the medium of instruction, although English was also taught. A three-year course of study was outlined and admission was to be granted to persons between the ages of eighteen and thirty upon presentation of certificates of good character. It should be noted at this point that the time was some six or seven years before the coming of the Russian Mennonites to America.

WADSWORTH TEACHERS AND STUDENTS



Center: Principal C. J. van der Smissen and family, recently from Germany.

Above center, three teachers, left to right: A. P. Fritz, O.; E. Hunsberger, O.; L. O. Schimmel, Pa.

Inner circle bottom, clockwise: H. R. Schmidt, Ill.; A. E. Funk, Pa.; P. A. Stauffer, Pa.; U. S. Shelly, Pa.; S. S. Haury, Ill.; S. F. Sprunger, Ind.; J. S. Moyer, Pa.; W. Galle, Iowa; J. S. Hirschler, Ill.; A. S. Schimmel, Pa.; G. B. Ruth, Ill.; J. J. Baumgartner, Ind.

Outer circle bottom, clockwise: W. E. Yoder, O.; O. P. Hunsberger, O.; M. Strunk, O.; L. W. Young, Pa.; A. K. Deturk, Pa.; B. J. Bechtel, O.; I. J. Baughman, O.; R. F. Opplinger, O.; A. J. Fretz, N. J.; A. Stauffer, Ind.; A. S. Shelly, Penna.; D. H. Tschantz, O.; D. Langenwalter, Ill.; J. Kirchhofer, O.; T. E. Knauff, O.; J. H. Shelly, Pa.; H. B. Hunsberger, O.

The school was beset with difficulties from its very beginning. It began with a debt which the conference seems not to have been able to overcome and which continued to increase in spite of quite liberal contributions from a number of churches. It had no endowment; it was probably not known to either the friends or the management of the school that such a project can be considered successful if it carries itself by one-half. There were dissensions in the faculty; the question of coeducation became a bone of contention in the conferences supporting the school; the number of Mennonite students remained relatively small; the means adopted to increase the attendance seems to have swung this balance still more on the side of non-Mennonites; and, finally, the center of educational interest

was gradually shifting from the East to the West due to the large influx of Mennonites into Kansas and other Western states. After ten difficult and anxious years, the Wadsworth school closed its doors in 1878.

While perhaps not realizing its original purpose to the fullest, it nevertheless exerted a strong influence upon the church in spite of its brief life. A goodly number of its students became ministers and missionaries; many others felt the impact of the school upon their lives and held influential and responsible positions in and out of the Mennonite church. It doubtless, too, helped to create and promote interest in higher education in the East, from which the West was to benefit very materially in the near future. Certainly, the Mennonite people have abundant reasons for holding in grateful remembrance the institution that pioneered in the cause of higher education among them, even though its life was destined to be only short.

CHAPTER II

EARLY EDUCATIONAL EFFORTS IN THE WEST (1877-1883)

The center of Mennonite educational interest and activity was gradually shifting from the East to the West in this country. The Mennonite immigrants from Russia who settled in Kansas, beginning with 1874, brought with them, on the whole, a greater appreciation of the value of higher education than characterized the earlier immigrants, though even with them the love of higher learning was by no means universal. They were predominantly of the poorer class and the problem of making a living, must of necessity, occupy a prominent place for some time to come.

Yet the education of their children was not neglected. Schools modeled after those in Russia and taught by teachers who had received their train-



IMMIGRANT HOUSES

Temporary immigrant houses built for the Mennonites 15 miles north of Newton by the Atchison, Topeka, and Santa Fe railroad. Also used by Alexanderwohl Mennonites (Goessel) as temporary place of worship.

ing in Russia were begun as soon as accommodations for them could be provided. The facilities often were very primitive, but the children were used to the hardships of pioneer life and well-trained teachers knew how to get results even under adverse conditions. For while it is true that the school exists for the pupil, it is also true that it is the teacher that makes the school. These schools were conducted in German, but the public schools were not neglected. The comparatively short period of the public schools left several months which the Mennonites used for their parochial schools. These were maintained in the German language for many years, finally merging into the daily vacation Bible school and the weekday religious school of our own day. They meant additional cost to the patrons, but apparently the sacrifice was willingly made. The maintenance of these schools, however, naturally raised the question of the preparation of teachers for them. This question, too, received early consideration.

A. The Kansas Conference

The first impetus in this direction came from a meeting of Mennonite teachers and ministers held in the Alexanderwohl community about ten miles north of Newton, Kansas, on November 15, 1877, only three years after the arrival of the Mennonites in Kansas.¹ This meeting adopted a set of fifteen resolutions, several of them pertaining to school matters which are given here in substance:

RESOLUTION 4: The meeting recommends the teaching and study of the English language in order to facilitate social intercourse with Americans and to make work for the Kingdom of God possible among the English speaking people.

RESOLUTION 5: To appoint a committee of three to submit a program in accordance with which the proposed Kansas Conference could conduct school affairs. (Peter Balzer, Jacob Buller, and David Goerz were designated to constitute the committee.)

RESOLUTION 8: The Conference recognizes the necessity of establishing a "Central School" in which capable young men, either free or at moderate expense, could acquire the necessary training for teaching. Since teachers for such a school are available and only the means for providing the necessary facilities are needed, all congregations should make an effort to find sources from which such means may be obtained either through the formation of a Central School Fund or through voluntary, but regular contributions or other similar ways.²

The Committee mentioned under Resolution 5, supplemented by several additional brethren, issued the call for the First Kansas Conference to meet on December 14 of the same year, also in the Alexanderwohl community. The Conference met according to call in the district school-house near the Heinrich Richert place, about seventy persons being present. The principal subject before the Conference was a proposed new school. Much time was taken up with a detailed report on parochial schools submitted by a group of teachers. However, late in the afternoon the Conference elected a committee of ten which was to submit to an evening session plans for establishing a Mennonite *Fortbildungsschule* ("continuation school"). This committee consisted of Dietrich Gaeddert, Valentin Krehbiel, Herman Sudermann, Leonhard Sudermann, Heinrich Richert, John W. Ruth, John Nickel, Cornelius Wedel, Bernhard Buhler, and Wilhelm Ewert.

It was, of course, expecting the impossible if the committee was to work out detailed plans for the proposed school in the interim of two and one-half hours between the afternoon and the evening sessions. The committee, unable to present definite plans, merely urged that the necessary steps be taken to meet the apparent need for the new school. The Conference then decided to elect a new committee of seven men, interested and experienced in school matters which was to submit a plan for the proposed school to the next Kansas Conference. Elected were David Goerz, Dietrich Gaeddert, Wilhelm Ewert, Leonhard Sudermann, Jacob Stucky, Bernhard Buhler, and Heinrich Richert.³ It was

a representative committee; most of the larger and more influential congregations were represented but no congregation had more than one representative.

The committee had time to investigate the project from every angle. It could ascertain the sentiment in the churches; it could learn from the experience of other similar schools; it could canvass the situation thoroughly and carefully weigh the arguments for and against any action it might deem necessary. It may well be believed that the committee would need all the information it could possibly get; that much calm deliberation would be required, and that enthusiasm for the cause must be counterbalanced by sound judgment if grievous errors were to be avoided. It was not an easy problem that confronted the committee. It had to provide the quarters for the school, employ teachers, draw up a curriculum, set up rules and regulations for the operation of the school, and, in fact, "sell" the whole project to the constituency. It had no regular or dependable source of income; it was dependent upon the good will of individuals and congregations for financial support. The members went to work with a will and a determination to do what they could to carry out the task committed to them.

The Second Kansas Conference met at Hoffnungsau near Inman, Kansas, November 6 and 7, 1878. The most important subject for its consideration was the report of its school committee. This committee recommended the actual opening of the school and suggested Heinrich H. Ewert as teacher. Since no suitable accommodations were available, the committee suggested that one of several offers to provide room for the school be accepted temporarily and that the school be rotated among the Mennonite communities from year to year until a permanent location could be selected. It was argued that such a procedure would help to create and increase interest in education, that it would win support for the school, and that it might become an important factor in determining the final location of the school.⁴

The committee was not unmindful of the many other needs of such a school, mentioning especially the probable need of boarding and lodging facilities, the impossibility of proper supervision of students under the proposed plan, and the need of financial support, "as it is not to be assumed that the school will be able to support itself at first." The committee had Newton in mind as the place at which to open the school. It also recommended that the Conference establish a school fund or school treasury to be maintained by voluntary contributions by interested persons and by offerings in the churches. Some churches raised objections to the latter point on the ground that they had obligations toward the Wadsworth school, and thus were not in position to undertake obligations toward another enterprise of a similar kind.⁵

To avoid wrong impressions it should be stated that the proposed new

school in the West was not intended to supplant the Wadsworth school, and was not so regarded by the Mennonites of the General Conference in the East. However, the great distance, the uncertain financial status and the generally unsatisfactory situation at the eastern school—it closed its doors in December of that year—did not help to win or hold the confidence of the Mennonites in the West. The western Mennonites formed a rather compact community which gave them some feeling of strength. Their experiences in Russia, too, where they had been accustomed to solve their own problems in their own way made their leaders quite ready to launch out upon a course in education on what had hitherto been pretty much an uncharted sea to the Mennonites of the East.

The undertaking, however, could not be carried out as rapidly as had been hoped. Heinrich H. Ewert, the prospective teacher, had not completed his education and was not willing to interrupt his training at this time. He had submitted his plans for the conduct of such a school to the committee. The Conference unanimously approved these plans, but apparently the situation between Ewert and the committee had not been clarified sufficiently, for he could not be induced to accept the position at this time. The Conference had suggested Peter Balzer as a substitute for Ewert in case the latter refused, but Balzer could not be induced to take up the work either. Accordingly the committee reported to the Third Kansas Conference held in Brudertal, October 27-29, 1879, that it had not been able as yet to open the school, but that it was supporting in part a Conference student at a parochial school in the Alexanderwohl community by paying one dollar a month toward his tuition.

In the meantime the Wadsworth school had closed its doors, and the General Conference Mission Board was casting about for an institution to take its place. Aware of this situation, the Kansas Conference adopted a resolution expressing the wish that the efforts of the Mission Board to establish a training school for missionaries be combined with the efforts of the Kansas Conference to establish a training school for teachers, provided the school be located, even if only temporarily, in Kansas.⁶ Until such cooperation between the Kansas Conference and the General Conference Mission Board had become an actuality, students desiring teacher training were advised to attend the school of Peter Balzer.

This school was modeled after the plan of the Mennonite schools in Russia and offered somewhat more advanced work than was offered in the elementary schools. The Conference offered an alternative plan. If the school which the Conference committee was trying to establish with Ewert as teacher should be opened, students were urged to attend that school. A new school committee was elected at this Conference as follows: Valentin Krehbiel, Bernhard Buhler, Leonhard Sudermann, David Goerz, Herman Sudermann, Wilhelm Ewert, Dietrich Gaedert,

Jacob Stucky. The committee was instructed to work toward the suggested union of the two proposed schools for the training of teachers and missionaries respectively. Note was taken also of some financial help in prospect for the school if located in or near Halstead.

1. *Adoption of School Aims.*—The Conference seems to have been very clear on the aims and purposes of the school. German and English were to be maintained on the same level. Since one of the chief purposes of the school was to prepare religious workers, thorough religious instruction was insisted on and a high religious tone be maintained in the school. It was desired to preserve the greatest values which they had brought to their new home, such as their native language and their religious institutions. This they felt could be accomplished best by training their teachers and religious leaders in their own schools and in their own way. This procedure would also help to keep undesirable influences and movements out of the churches. The following statement of aims for the proposed school was adopted by the Conference:

AIMS AND PURPOSES OF THE SCHOOL

The aim of the school shall be to prepare teachers for our district schools and for our German parochial schools.

Thorough religious instruction shall be given in the German language, so that students may be prepared to serve the churches in a religious capacity also.

Religious instruction is compulsory for all students.

Only young men who can submit a statement of good character, signed by some responsible person and who cannot get the desired instruction in the common schools shall be admitted to this school.

There must be no question of the prospective student's ability to pay his tuition promptly. No other restrictions, geographic or otherwise, are to be imposed for admission to the school.

Only instructors who have the necessary preparation for the work required of them and who will be an example to the students, ethically and religiously, shall be employed.

Students with limited means who wish to become "Conference students" and who are planning to prepare to serve the denomination later, may receive assistance from the school committee to the amount of \$1 a month on their tuition.⁷

The emphasis placed upon the study of the German language and the efforts down through the years to maintain it may seem to the present generation somewhat overstrained. Such an attitude can be understood much better by one who has made this transition in his own person than by one who has never had the opportunity to acquire a feeling of at-homeness in another than his native tongue. Is not such an attitude indicative of a stability of character, an adherence to customs and traditions that had been woven into the very fabric of their lives and had proven their value more deserving of praise than of blame? It must not be forgotten either that great and repeated emphasis was placed upon the study of the English language from the very beginning. These pioneers were not just clinging blindly to the past; they were

intellectually alert and were open minded even toward things that were unfamiliar to them and foreign to their previous habits and ways of life.

2. *Hindrances and Delays.*—The school committee had been given the signal by the Conference to go ahead. It held a meeting at Gold-schaar, three miles east of Newton, on July 12, 1880, to see what further steps might be possible at this time.

This meeting was attended by more than a dozen brethren, both lay and ministers, not members of the committee and from communities not represented in the committee, who were allowed to participate in the deliberations, but, of course, without vote. It shows the widespread interest in the movement. The committee had been informed that the General Conference Mission Board was willing to cooperate in establishing a union school for the training of both teachers and missionaries, but that instructions by the next General Conference would have to be awaited before taking any further steps. This Conference was to meet the next year, which delay, of course, retarded matters for the committee.

Another cause for delay was the fact that the prospective teacher, H. H. Ewert, had asked for and been granted additional time by the school committee in order to continue his biblical studies. So it was impossible to open the school at this time. Several "Conference students" had applied for financial aid with the intention of entering the Balzer school; but, owing to an empty school treasury, no aid could be given them. A forward step was, however, taken by appointing Abraham Sudermann and Peter Claassen to solicit subscriptions for a school building fund in the Kansas churches. These subscriptions were not to become due until after the meeting of the General Conference the following year. The committee was of the opinion that building operations could begin as soon as \$2,000 were "assured."⁸ The matter was thus held in abeyance for at least another year.

The committee could report but little progress to the Fourth Kansas Conference held in the Hoffnungsfeld Church near Moundridge, Kansas, November 16-17, 1880. The treasurer of the school fund reported the expenditure of \$130.88 for a "Conference student" and a balance of three cents in the treasury. The Conference took a collection and increased this balance to \$12.25. It re-elected the entire committee and encouraged it to continue the solicitation of funds for a school building. It showed its interest in education by adopting strong resolutions favoring teachers' conferences.

More progress could be reported at the Fifth Kansas Conference held October 10-11, 1881, in the church at Christian, Kansas, located at that time one mile south of the present site of Moundridge, Kansas. Since Abraham Sudermann, who had gone on a trip to Europe, was unable to assist in canvassing the churches in the interest of the school building

fund, David Goerz had been appointed in his place. The committee reported that more than \$2,000 had been subscribed in eight different congregations, with several others yet to report. A few congregations had promised additional contributions, provided the school would be located in their midst. One additional contribution was promised on condition that smoking would be prohibited in the school.

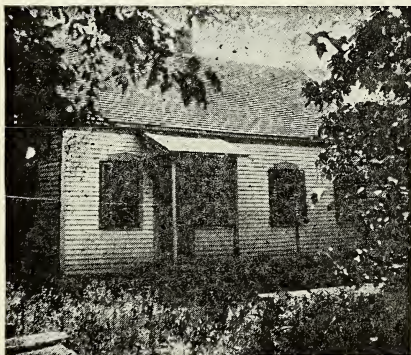
B. The Emmatal School (1882-1883)

With the movement apparently giving promise of success, the school committee called a special session of the Kansas Conference to meet in Alexanderwohl, March 10, 1882. The occasion for this special session was an offer by a group of the Alexanderwohl community, the Emmatal⁹ brethren, to rent their building to the Conference for the proposed school. This building, which had been built for a German school and which had also been used for religious services, was then unused. It was located on the west section line near the southwest corner of the northwest quarter of Section 29, Township 21 (West Branch), Range 1 East, in Marion County. It was offered the Conference on the very favorable rental terms of \$50 a year, one-half of which would be applied to putting the building and contents into proper condition for school use. In addition, a home for the teacher was available, and the neighboring families were willing to provide board and lodging for the students.

The Conference accepted the offer for one year and adopted more definite regulations for the conduct of the school. Tuition was fixed at \$3 a month; the school committee was authorized to solicit contributions to the school treasury in the congregations; and the teacher's salary was fixed at \$500 a term. Heinrich H. Ewert was designated

as first choice and Heinrich R. Voth as second choice for teacher. September 1, 1882, was tentatively set as the opening date of the school. The school committee and the teacher were requested to draw up regulations for the admission of the students and for the general conduct of the school. These regulations were to be submitted to the next Kansas Conference for approval. It was made the duty of the committee to "call, examine, and employ" the teacher and to exercise general supervision over the school.

All actions of the committee were



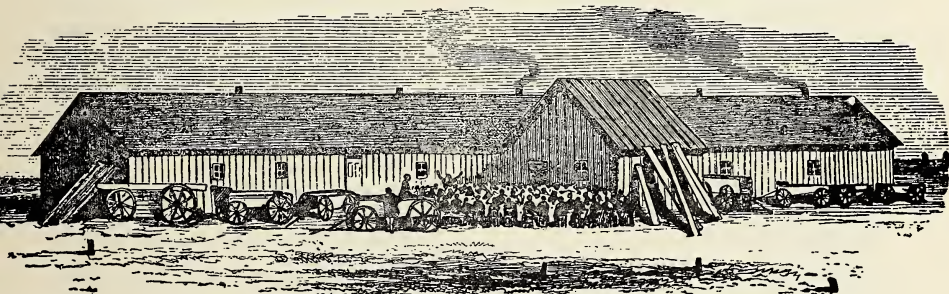
EMMATAL—The Mennonite school which developed into Bethel College.

subject to approval by the Conference.¹⁰

Thus was launched the first organized attempt at higher education

among the Mennonites of Kansas and the West. Perhaps we should say "secondary" rather than "higher" education, for the school was intended to, and actually did, articulate with the elementary schools of the time, which were far from having reached the standards of the elementary schools of today. The school was thus forced to do much of the work that is done in the elementary schools of today. It was pretty much an attempt to sail uncharted seas in spite of the experience that had been gained in Russia. Conditions in America were vastly different and the frail craft that had just been launched was followed with deep interest and accompanied by many prayers and hopes that it would not encounter too many rocks or shallows on its voyage into the unknown future.

In carrying out the task committed to it by the Conference, the committee organized itself by electing a sub-committee of three from its membership, which was to set the project on foot. Heinrich Richert,



NEW ALEXANDERWOHL IMMIGRANT HOUSE

Worshipping on the prairies in New Alexanderwohl, fifteen miles north of Newton. Here H. H. Ewert was installed as teacher of the first Mennonite secondary school in Kansas, on September 13, 1882.

David Goerz, and Valentin Krehbiel constituted this sub-committee. Their first task was to find a teacher. In accordance with Conference suggestions, H. H. Ewert was approached. He expressed his willingness to accept the position. After his credentials had been examined by the committee, and were found to be satisfactory, he was employed. The agreement could be terminated by either party after three months' notice. He was formally installed into the new position on September 13, 1882, at a special religious service held in the Alexanderwohl meeting house. The service, which included the dedication of the new school building, was held in the old "Immigrant House," erected by the Santa Fe Railway Company and still used at that time for church purposes.¹¹ At this service the point was especially stressed that five years of preparation were necessary before the first school became a reality.

School opened the next day with twenty-one students. In accordance with Mennonite tradition only men students were admitted. The report

of the school committee to the Sixth Kansas Conference held in the Canton congregation, October 24, 1882, gives additional information about the school, which now had been in session a little over a month. The number of students had increased to twenty-three. In the course of the year it reached thirty.¹² Three students from outside of Kansas, representing as many different states—Illinois, Iowa, and Nebraska—were in attendance at this time. The twenty students from Kansas came from the following congregations: Hoffnungsau, Gnadenberg, Alexanderwohl, Canton, Halstead, Newton, and Emmaus. The ages of the students ranged from fourteen to twenty-four years.¹³ The cost of a year's schooling was given as \$75;¹⁴ board and lodging were \$6 a month.¹⁵

The school year was divided into two semesters of four months each. The curriculum was intended to prepare students for the state examinations required of rural school teachers in Kansas. It covered a period of three years and was arranged as follows:

THIRD CLASS (First Year)		SECOND CLASS (Second Year)	
<i>Subject</i>	<i>Hours per week</i>	<i>Subject</i>	<i>Hours per week</i>
Bible History.....	3	Introduction to Bible.....	3
Bible Reading.....	2	Catechism	2
German Reading	2	German Composition	1
German Grammar.....	3	German Grammar	4
English	5	Arithmetic	3
Arithmetic	3	Geography	2
Geography	2	Penmanship	2
Penmanship	2	English Reading.....	2
Singing	3	English Grammar	4
		Singing	3
Total 25			
(All above subjects continued throughout the year)		Total	26
FIRST CLASS (Third Year)			
1st Semester		2nd Semester	
Church History.....	3	Church History.....	3
Introduction to Bible.....	2	Introduction to Bible.....	2
Physiology	4	Pedagogy	5
English Composition.....	1	United States History.....	5
English Grammar	4	Botany	4
Bookkeeping	5	Geology	3
Drawing	2	Drawing	2
Natural History.....	3		
Total 24		Total	24

The experience of the first year showed very clearly that such a program would not be possible with only one teacher. The report of the instructor for the year states that he taught thirteen different branches. In the light of modern educational practice, a student load of from 24-26 hours is considered simply impossible. Of course, the offerings were mostly

elementary branches, and instruction at that time consisted mainly of mastering textbook assignments. There was little, if any, collateral reading, reports, or laboratory work, even in the upper classes. Instruction was given mostly in the German language, only those branches being taught in English in which examinations for teacher certificates were to be taken.

The sub-committee and the teacher were made directly responsible for admission, suspension, or expulsion of students and the selection of textbooks. The sub-committee was required to visit the school at least twice a year. Vouchers had to be signed by at least two of its three members, and all actions of the sub-committee were subject to review by the entire school committee. A public examination, to give friends and patrons of the school an insight into its workings, was to be held at the close of each semester. Students were expected to take part in the family devotions of the families with whom they made their homes. The school had its own Sunday services, which were conducted by ministers of surrounding congregations according to a definite schedule; but the instructor himself was occasionally obliged to take charge, as the scheduled minister did not always arrive. Morning and evening devotions formed a regular part of every school day.¹⁶ Approximately one-half of the students of the Emmatal school were still living in 1944.

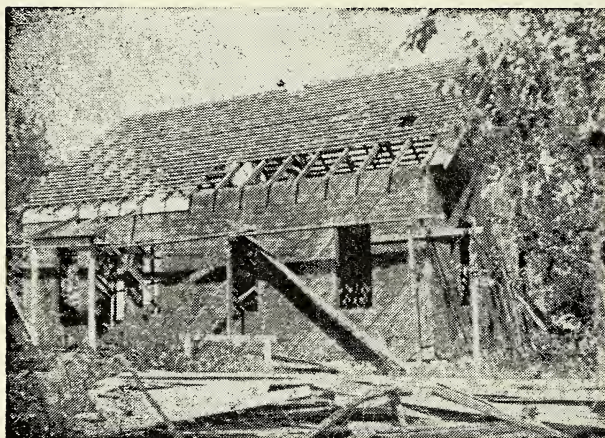
1. *Eastern Attitude.*—The new educational venture in the West does not seem to have aroused much interest in the East. With the closing of the Wadsworth school, which had received some patronage from the West, the East again found itself without a Mennonite institution to which to look for leadership. An editorial in the *Bundesbote* of July 15, 1882, expresses satisfaction at the educational progress being made in the West, but asks what can the East do in this respect to meet the needs of its churches? Apparently the conviction had been growing in the East that each section of the country would need an educational institution of its own. The experiences of the Wadsworth school, which had received only limited support from western Mennonite communities seemed to indicate that East and West were too far apart to unite upon a single educational project. In its August 15 issue the *Bundesbote* again asks: "Where shall the workers of our eastern churches come from?" Apparently it could find no answer to the question.

It must be admitted that the leaders of the enterprise in the West at the time were thinking less of the needs of the Mennonite church in general than of local needs and desires. The opening announcements of the school state definitely that it is planned to meet especially the needs of the western communities. Then, too, the school could not make a strong appeal to the eastern communities because of its elementary character. Its later name *Fortbildungs-schule* (Continuation school) implies a continuation of the elementary school, which was not even equal to a good modern high school. In that respect it apparently fell short of the

standard set by the Wadsworth school. Perhaps, too, different local needs and conditions and the different experiences and backgrounds of eastern and western Mennonites in the past tended to form a barrier which could be surmounted only by the unifying influences of closer acquaintance and similar experiences extending over a longer period of years. That fundamentally their needs were the same may be inferred from the fact that the Wadsworth school drew students from the West and, in turn, the Emmatal school during the only year of its existence as well as its successor, the Halstead school, attracted some students every year from eastern states. Only a few years later, much more ambitious plans for a higher institution, envisioning eventually a full four-year college course began to take definite form in the West. When laid before the Mennonite congregations in the East, these plans met with a cordial reception and received very substantial support.

THE EMMATAL SCHOOL BUILDING DISMANTLED

This building was built in 1878 or 1879 on the Jacob Schmidt farm in Marion County, by the Emmatal school district. Teachers in the Emmatal district school



were Heinrich Wedel, Peter Schmidt, Rev. Peter Buller, & Peter P. Schmidt. In 1882 the *Fortbildungs-schule* was opened in this building with H. H. Ewert as teacher.

This building was also used for church services and a cemetery was located here. The *Fortbildungs-schule* was held here only one year, after which it was moved to Halstead. The school build-

ing was later moved several times before it was dismantled in the fall of 1946.

—Herman S. Voth.

C. The Halstead College Association

It soon became evident that the facilities of the Emmatal school were at best only a makeshift and that other provision would have to be made for the future if the school was to continue. There was much dissatisfaction among the students. Lodging which had been provided by neighboring families, was generally unsatisfactory, consisting perhaps of an attic room poorly lighted and ventilated, often small and indifferently furnished. Although the boys were used to the hardships of pioneer life, the situation was far from satisfactory for intensive study.

In the spring of 1883 students circulated a petition, signed by most of them asking the school committee to take steps looking toward the erection of a building especially designed for school purposes; a building in which instruction, board, and lodging could all be obtained under the same roof. The petition was not received very kindly by the committee, but it was not without effect. It seems to have had at least the silent sanction of the teacher. In his report to the committee, Ewert, in effect supporting the students' request, pointed out especially the difficulty of proper supervision under existing conditions. He also recommended the employment of an additional teacher.

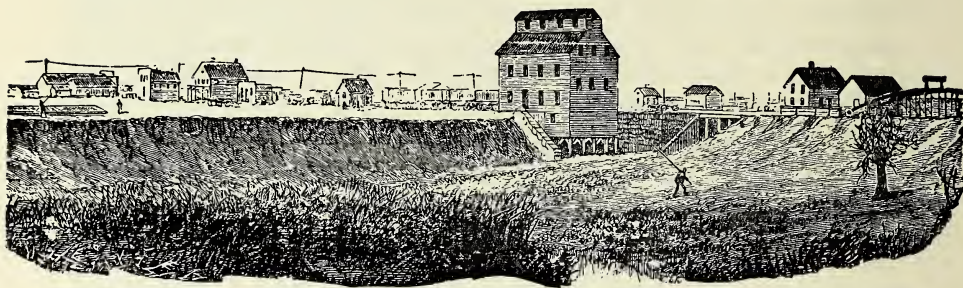
Provision needed to be made for students who would return for the second year. For new students the work of the first year would have to be repeated; these academic demands alone meant a full load for the teacher. The school committee was confronted with a difficult situation. The future of the school looked promising, provided a suitable building and an additional teacher could be arranged for. The Conference had instructed the committee to provide a suitable location but this was easier said than done. And, where was an additional teacher to be found?

A new committee consisting of Wilhelm Ewert, Dietrich Gaeddert, Jacob Stucky, Heinrich Richert, Johann Ratzlaff, Herman Sudermann, Leonhard Sudermann, and Valentin Krehbiel had been elected. This committee held frequent sessions, at which generally ministers and other friends of education were present who gave encouragement to the committee. It appropriated \$250 for rent for a building, whereupon the question arose where to find such a building. The crisis that was now confronting the committee had been foreseen by a few friends of education. These men, under the leadership of D. Goerz, secretary of the school committee and prime mover in educational matters in the Conference, had organized the Halstead College Association which had for its purpose the erection of a suitable building for a Mennonite school, provided the school would be located at Halstead. Definite plans for a school building had been drawn up and were submitted to the committee at a meeting in Halstead April 9, 1883.

The only other offer submitted to the committee came from Newton. This offer, however, seems to have lacked definiteness. Emmatal was, of course, out of the question as a permanent location. Sentiment in the committee was almost equally divided between Halstead and Newton, the vote being five to four in favor of Halstead. The points in favor of the Halstead College Association were: (1) the Association was ready to begin building operations on short notice; (2) the men back of the plan had the confidence of the committee; (3) the plans for the building were satisfactory to the committee.

With the decision made, the men backing the project began to push matters energetically. The Halstead College Association was incorporated

on May 5, 1883, with B. Warkentin as president and D. Goerz as secretary. It had a capital stock of \$10,000 divided into 200 shares of \$50 each. The stock was sold mostly to persons living in or near Halstead, but a few persons from outside of Halstead and even some outside Kansas bought stock. A few churches also held certificates of membership in the Association.



WARKENTIN FLOUR AND GRIST MILL, HALSTEAD

The first two certificates were issued to the officers of the Association, B. Warkentin and D. Goerz, for 10 and 5 shares respectively, on June 25, 1883. Building operations were begun in May and were pushed to completion in September of the same year. In the meantime, the committee had also found a second teacher after several refusals. P. J. Galle was employed to take over the English department, while H. H. Ewert was to teach the German department. The two great obstacles that had confronted the committee having been overcome, the outlook for the future now seemed quite satisfactory.

Appreciation is due the men and women of the Halstead College Association for their courage, their vision, and their faith. True, the experiences of the previous year lent encouragement to the enterprise. Nevertheless, they were investing in an enterprise for which the past history and experience of the Mennonites could offer but little encouragement. It was to be a Conference school and only five years earlier another Conference school, Wadsworth, had closed its doors under rather discouraging circumstances. In 1875 the General Conference had appointed a committee to investigate the critical situation at Wadsworth. D. Goerz was a member of this committee and thus had an opportunity to see what difficulties may lie ahead of such an enterprise.

At this very time the Mennonite school at Weierhof, in Germany, which had been established fourteen years earlier, was pleading for help to liquidate a debt which was threatening its life. While there was considerable interest in higher education among the Mennonites at this time, this interest was by no means universal. There was still much lethargy in the churches from which the people would have to be aroused before wholehearted support could be expected. The members of the Halstead

College Association were aware of all this. Yet, they were willing to risk the sacrifices which might be necessary if the life of the little infant that had been given birth at Emmatal could be saved. One of its pressing needs was a more favorable environment and this they were willing to provide for it. The school committee of the Conference would have to provide the means for maintaining its inner strength and vitality.

CHAPTER III

THE HALSTEAD MENNONITE SEMINARY (MENNONITISCHE FORTBILDUNGS-SCHULE) (1883-1893)

The building erected by the Halstead College Association, though not completely furnished, was ready for occupancy early in September, 1883. It was of frame construction and contained, besides three recitation rooms, a library room, boarding and lodging facilities for more than thirty students and living quarters for the principal. Student rooms were arranged so that four students could study and sleep in one room. Its location was on the western edge of Halstead, sufficiently far from the noise and distractions of the town to meet the requirements of quiet study and meditation in an almost ideal manner. The building was placed at the disposal of the Conference for school purposes, rent free for five years. This offer was made to the school committee at its meeting on April 9, and doubtless helped materially to throw the scales in favor of Halstead.

A. The Halstead School

The new building at Halstead was dedicated on Sunday, September 16, 1883, with appropriate ceremonies. The visitors gathered at the Mennonite church in Halstead in the morning. After the Sunday school session, the congregation proceeded to the front or east entrance of the College building where a song was sung, after which David Goerz spoke on behalf of the building committee, taking as his text Psalm 127:1; "Except the Lord build the house, they labour in vain that build it."

After a prayer, the keys to the building were handed to the chairman of the Kansas Conference, Wilhelm Ewert, who led the people through the building to the west side where the formal program was given. This consisted of an address by W. Ewert based on Proverbs 2:7; "He layeth up sound wisdom for the righteous; he is a buckler to them that walk uprightly." Another address followed by L. Sudermann, based on John 17:3: "And this is life eternal, that they might know thee the only true God, and Jesus Christ, whom thou hast sent." A prayer and a song brought the program to a close. Services were held in the afternoon in the Mennonite church and the Methodist church in Halstead. The school was officially called the Halstead Mennonite Seminary, (*Mennonitische Fortbildungs-schule*).¹

School opened three days later on September 19 with 12 students, which number increased to 37 during the first month. The attendance, however, fluctuated widely during the year. The total enrollment for the year was

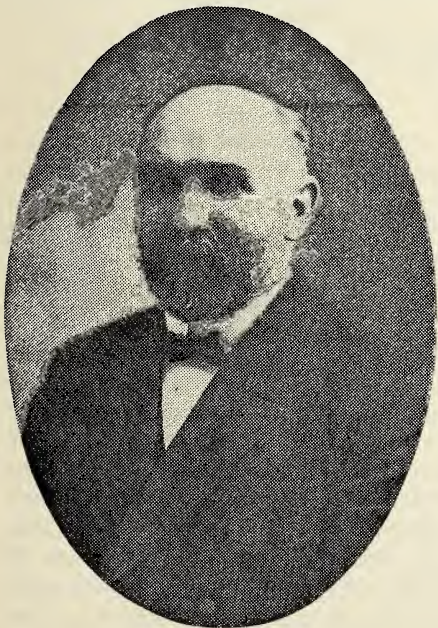
76, the maximum attendance at any time 57, and the attendance at the close 34.

1. *Conference Relations.*—The importance of maintaining close relations with the constituency was realized from the beginning. That the teachers of the school, if of the right kind, could do much to foster this relationship was also clearly understood. Certainly, the teachers of the Halstead school were for the most part thorough-going educators, men who made teaching their life-work; they were men who were aware of the pioneering character of the enterprise, who saw that the school must go forward if it were to survive, but who saw also that it must serve its constituency and maintain close and friendly relations with it in order to serve its purpose.

The Kansas Conference in 1883 requested the teachers of the Seminary to give addresses on educational subjects in the churches, and the next Conference adopted a resolution that it considered itself authorized to call and ordain any teacher of the Seminary whom it considered qualified as evangelist so he might serve the churches not only with addresses on education but also as minister of the Gospel.²

Such a call was extended to H. H. Ewert by the same Conference; he was ordained as "Conference Minister" in 1885 on the occasion of the dedication of the new Halstead church building at Easter time. Ewert served the Conference in this capacity until released at his own request in 1891, when he moved to Canada.

Although the Seminary was started more especially to meet the needs of the Mennonites of the West, efforts to win support in the East were made quite early. An article in the *Bundesbote* of January 1, 1885, written by J. S. Moyer in the name and at the request of the General Conference recommends the Seminary to the constituency of the General Conference for support and patronage. The General Conference Mission Board also cooperated with the Seminary in its mission work among the Indians, but more of that later.



H. H. EWERT, 1855-1934

2. *The Curriculum.*—The purposes of the school as stated in the early

catalogs were: (1) to prepare teachers for the common schools, the English public school, and the German parochial school; (2) to prepare students for college entrance; (3) to offer general liberal-arts training to any who desired an education beyond the elementary stage.

To obtain these objectives a number of different "courses" were outlined: a Teacher's Course, a German-English Academy Course, and a College Preparatory Course. The following "English Teachers' Course" taken from the second catalog of the school will show the arrangement of one of these "courses" and the type of work done at the school.

FIRST YEAR

First Term

Arithmetic
Reading
Geography
Grammar
German

Second Term

Arithmetic
Reading
Writing and Drawing
Grammar
German

SECOND YEAR

Physical Geography
Algebra
United States History
German

Algebra
United States History
and Kansas School Laws
School Economy
German

THIRD YEAR

Physiology
Methods of Teaching
Practice of Teaching
German

Natural Philosophy
Bookkeeping
Rhetoric and Composition
Practice of Teaching
German

FOURTH YEAR

Geometry
English Literature
German Literature
Zoology

Trigonometry
Chemistry
Botany
Mental Philosophy

The course is indicative of the philosophy and the ideals of education held by the Russian Mennonite pioneers in this country. A thorough mastery of the course should form a good foundation for successful teaching, including as it does a wide range of subject matter and both theory and practice of teaching. The inclusion of practice-teaching at this early date is especially noteworthy. Students taking practice-teaching were exempted from paying tuition for the year. The emphasis placed on the study of German can be easily understood since the students were to be prepared to teach both English and German schools and since the communities from which they came were still very largely German in language and habits of thought.

The division of the work between the two instructors was based on

the language. There was a German department and an English department, each with its own teacher; there was, however, some overlapping and considerable shifting during the later years of the school's existence. Pedagogy and drawing were given by the teacher of the German department but in the English language. Bible was required of all students and was taught in both languages. Latin was not included in the original curriculum but was given in response to student demand. The short recitation periods of less than thirty minutes were, doubtless, welcome to the student but hardly permitted attaining the best results in classroom achievement.

3. *Student Life*.—The principal's report to the school committee will give a fairly adequate description of the daily routine of student life at the school.³

The day begins with morning devotions conducted by the students. Classes meet from seven forty-five to one o'clock. There are no afternoon classes, the afternoon being devoted to the study of the assignments for the next day. The time from five to six o'clock in the afternoon is to be used for recreation, business errands, and putting classrooms and student rooms in order. Anyone desiring to absent himself from the campus for a longer time must first obtain permission. The evening meal is served at seven o'clock. This is followed by evening devotions, led by the instructor. At ten o'clock all lights must be out. No classes are held on Saturdays. Rooms must be cleaned, windows washed, etc., at that time. On Sunday morning students attend Sunday school and church services at the local church, and in the evening the teacher and students read a sermon and spend some time in free discussion and singing. Attendance is required at these meetings.

There were other rules that will probably wring a gasp from a student of today: A student who was absent from class was not readmitted until he had presented a satisfactory excuse; and seven unexcused absences resulted in dismissal from school!

These rules were quite strictly enforced, but cases were not unknown in which a student put out his light at ten o'clock and waited quietly until "all was dark" in the building. Then the lamp was lighted again and studying continued behind drawn shades until eleven o'clock or later. The culprit did not always escape the vigilance of the principal, for he, too, understood the trick of waiting till "all was dark."

Extracurricular activities were stressed but little. Singing formed a part of the curriculum but was not required for graduation. The dearth of girls at the school limited choral singing mostly to a men's chorus. Private lessons in vocal or instrumental music were not offered by the school, but instructors from whom such lessons could be obtained were recommended by the school.

Two literary societies, German and English respectively, were active during the life of the school. They were conducted after the manner of the literary societies of the day. Readings, essays, orations, debates,

"papers," question boxes, an occasional number of vocal or instrumental music, and a critic's report constituted the stock numbers of the program. The monotony of these programs was broken by an occasional "dialogue." Weekly "rhetoricals"—that is, exercises in essay writing, recitations, orations, quotations, general information, delivered before the entire school—constituted a part of every student's work.

To safeguard the health of the students the catalog announced a requirement of "physical exercise, two hours daily, preferably under direction of the instructor." Actually, the students were left almost entirely to themselves in carrying out this requirement. A turning pole (which at times was nothing more than the hitching rack for horses), a croquet ground, some open townlots on which the students played very amateurish baseball, and an occasional "hike" into the country constituted the sum total of the "physical exercise" open to students. Of course, as may be expected in a group of boys there were also foot races, high- and broad-jumping contests, and wrestling matches now and then; but the regular, systematic physical exercise of today was unknown to the students of the Halstead school. No intercollegiate contests of any kind were carried on.

The instructional work of that day was carried on quite differently from today. References, collateral reading, reports, laboratory work, which constitute so important a phase of school work today, received but little attention. The library facilities were extremely limited. A small room for library purposes had been included in the plans for the building. During the Christmas vacation of the first year several students undertook to solicit money for the purchase of library books, securing nearly \$80 for this purpose. However, most of the few hundred books that were accumulated during the ten years of the Seminary's existence were donated. Much of the material in the library thus, not being up to date, was of comparatively little value to the student. The library never played the important part in the life of the school that school libraries do today.

These statements also apply to laboratory work. No laboratories were provided in the building. This lack need not be so surprising, as the study of the natural sciences was just beginning to come into its own. There was little opportunity for the student to obtain first hand knowledge by direct observation of natural phenomena. Analyzing flowers and making a herbarium, a few simple demonstration experiments in natural philosophy, and a few observations on the anatomy of one's own body about summarizes the applied work in the natural sciences.

The early catalogs of the school merely enumerate the courses by years, but give no outline of their content; later catalogs include descriptions of the courses. The attainments of entering students were at times so limited that the instructor found it necessary to simplify the content

of even an elementary text to bring it within the range of the student's comprehension.

The catalogs of the school were small, sometimes according to present day standards, almost humorously so. The "catalogs" of the years 1888 to 1890 consist of eight pages $3\frac{1}{2}$ by $5\frac{1}{2}$ inches! But let not the reader judge the work of the school by present-day college standards. The Halstead Seminary was in no sense a college and did not pretend to be one. To the generally unsophisticated youth of that day the analysis and identification of a simple flower, or the spark produced by a "Holtz" electrical machine, or the inability of two robust farm youths to pull the "Magdeburg Hemispheres" apart after exhaustion with an air pump, produced as great a thrill as do the mysteries revealed by the ultra-microscope or the marvels of modern radio in the mind of the present day student.

Fifty years of public education have wrought marvelous changes in our understanding of nature—changes that can be most fully appreciated by one who has not only observed them, but who has in a real sense been a part of them. Nevertheless, by the standards of that day, instruction was kept at a high level; neglect of assignments was at the risk of a rebuke by the teacher or perhaps of halting the recitation for fifteen minutes to give the students opportunity for further study of the lesson or reassignment of the entire lesson for another day.

4. *The Model School.* H. H. Ewert, the principal, suggested in his first report to the school committee the advisability of setting aside a room for a "model school" in which prospective teachers could receive practical training in teaching.⁴

Such a "model school" was in actual operation during the year 1889-1890. Of the four graduates of that year, two—John W. Kliever, later president of Bethel College, and the present writer, P. J. Wedel—completed the teacher-training course and taught the school under Ewert's direct supervision. The school was organized from the children of the Halstead congregation and was, in effect, the parochial school of the congregation for the three months of the spring term. So far as is known to the writer it was the only time in the history of the Seminary that such a school was taught; but he can testify wholeheartedly to the value of the training thus received. The suggestions obtained from a "Guide" that was followed in the preparation of the lessons and the trenchant criticisms of the supervisor are still quite vivid in memory. The importance of this phase of the work in the estimation of the school authorities may be seen from the fact that the model school had a part in the oral public examinations held at the close of the school year. Apparently, too, the Halstead congregation was satisfied, as it approved the arrangement for the future.⁵ Incidentally, the school proved a financial asset to the Seminary. The Halstead congregation paid the

Seminary the sum of \$120 for the instruction given the children in the school.

5. *The Indian Mission Students.*—An interesting chapter in the history of the Seminary was its effort to cooperate with the General Conference Mission Board in the education of Indian children. Indian students attended the Seminary the first year it was opened and continued for several years.⁶ There were, however, no special provisions made for these students; they were apparently put on an equal basis with white students in all respects. It was soon found that such an arrangement was unsatisfactory. The Indian boys were not prepared for the work in the regular classes. Only in the classes in religious instruction, penmanship, and singing could they be fitted into the regular classes. The special classes that had to be organized for them were taught by students.

The Conference decided in 1885 to establish a separate department for Indian students at the Seminary. A building association was formed which, jointly with the Mission Board, erected a building on the grounds of the Seminary, and placed it at the disposal of the Seminary on the same terms as the main building. The Mission Board was to furnish the rooms in the new building and to pay the board of the Indian students. A teacher was to be appointed jointly by the Mission Board and the school committee and was to be paid by the Mission Board. Students were not to be charged tuition. The school was subsidized by the Federal Government in the amount of \$150 per student. Its purpose was to prepare its students to enter the Seminary.

The friends of this enterprise were doomed to disappointment. The nearness of the two schools, instead of proving an advantage, turned out to be a disadvantage. The needs and the purposes of the two institutions were very different. The Indian students were too poorly prepared to profit much from contacts with the Seminary students. The greater liberties granted the students of the Seminary caused the Indian students to chafe under restraints imposed upon them. Originally it had been intended to make much of industrial work in the Indian school, but it was impossible to find much practical work on the Seminary grounds. The Indian school was intended to be a department of the Seminary, but practically the two were entirely separate, one under the control of the Kansas Conference, the other controlled by the General Conference Mission Board.

Fifteen students attended the Indian school the first year. After two years' trial, it was generally agreed to abandon the plan. A joint recommendation by the two governing bodies to the Kansas Conference of 1886 that the school be removed from the grounds of the Seminary was adopted by the Conference, and the school was moved to the Christian Krehbiel farm near Halstead where it continued for a number

of years under the supervision of the Mission Board. A few students of the school did qualify for and later attended the Seminary. The building on the Seminary grounds, erected for the use of the Indian students, was placed at the disposal of the Seminary.

B. Problems and Difficulties

The history of the Halstead Seminary was in some ways a repetition of the history of the Emmatal school, though in some respects it had a much more auspicious beginning. It found itself hampered from the very beginning by much the same causes that hampered the Emmatal school. The building erected by the Halstead College Association proved inadequate within a few months after the opening of school; the curriculum, too, in spite of a second teacher, was too limited to meet all the demands of the students; and the teaching force proved insufficient to satisfy the demands. Irregular attendance, frequent faculty changes, lack of permanent housing, economic depression, lack of appreciation of what the school stood for and a growing deficit were some of the things that hampered progress.

1. *Coeducation*.—Girls were not admitted to the Emmatal school, a restriction also true of the Halstead Seminary when it first opened its doors. At the first meeting of the Kansas Conference following the opening of the school, held at Gnadenberg, October 16-17, 1883, the school committee laid before the Conference the "important question of admitting girls to the school."

Pressure was brought to bear upon the committee to admit girls, as it pointedly stated in laying the matter before the Conference that a desire was manifesting itself more and more in our churches that the privileges of such a school should be available "not only to our sons but also to our daughters." The Conference at first tried to sidestep the question by tabling it; but later in the session it adopted a resolution that "an attempt may be made with day students, but with the condition that the question be brought to a definite decision at a later conference."⁸ In order to bring this matter to the attention of the Mennonite people, H. H. Ewert was requested to write an article for the *Bundesbote*. The decision of the Conference to admit girls bore immediate fruit. The record shows that ten girls were enrolled during the first year at Halstead, all of them, of course, enrolling after Conference permission had been granted.

This question was laid before several later conferences by its school committee, in every case with a favorable recommendation and with the assurance that so far no disadvantageous results had followed from the admission of girls. Permission was granted each time to continue the practice, and after a few years the question gave no further concern to either the Conference or the constituency.

2. *Finance*.—The Seminary had two sources of income: student tuition and freewill contributions from individuals and churches. That both of these are subject to considerable fluctuation will be evident on a moment's thought. Both are closely related to economic conditions, and "hard times" are apt to affect both unfavorably. Tuition was at first placed at \$2.00 a month, and board and lodging including heat and light at \$1.75 a week. The second year the tuition was raised to \$2.50 a month, and later still further raises were made in tuition, in board, and in lodging. Board was, however, furnished by the principal and not by the school, and so no income would accrue the school from that source. The salaries can hardly be considered excessive, ranging around \$600 to \$700 a year. The very first school year ended in a financially discouraging way. The deficit at the close of the year was between \$400 and \$500, even though the Emmatal school had closed a year earlier with a balance of \$252.96 in the treasury of the school committee. There thus began a deficit which the Conference seemed unable to overcome.

At times the school "broke even" on expenses during the year. But the school committee again and again found itself in severe financial straits. The reports of the committee contain many almost pathetic pleas for financial help. It pointed out to the Conference and the constituency the questionable ethics of undertaking obligations, such as employing teachers whose sole income was their salary, and not meeting these obligations promptly. All the Conference could do was to appeal to the congregations for contributions to help the committee out of its dilemma. Urgent appeals were made repeatedly but met mostly with only partial success. A few illustrations will explain and emphasize the above statements:

REPORT OF SCHOOL COMMITTEE TO THE 13TH KANSAS CONFERENCE, NOVEMBER, 1889

RECEIPTS

Student tuition and lodging.....	\$ 782.10	
Contributions from congregations.....	738.83	
Individual contributions	111.00	\$1,631.93

EXPENDITURES

Teachers' salaries (part).....	\$ 925.00	
Other expenses (including deficit of 1887-1888)	445.03	
Repairs, etc.	257.13	\$1,627.16
Balance on hand.....		\$ 4.77
Due: teachers' salaries for 1888-'89.....		375.23
Deficit at end of year.....		\$ 370.46

REPORT TO THE 2ND WESTERN DISTRICT CONFERENCE, OCTOBER, 1893

RECEIPTS

Balance at close of school year 1891- '92.....	\$ 175.02	
Tuition	1,577.00 ⁹	
Income from other sources.....	272.05	\$2,024.07

EXPENDITURES

Teachers' salaries.....	\$1,300.00	
Student instructors.....	41.00	
Repairs, heating, firefighting equipment, insurance, etc.	583.64	1,924.64
Balance		\$ 99.43

Not included in above was \$400.50 due the Halstead College Association for the use of its building during the years 1890-1893. This sum would leave a deficit of \$301.07 for the Seminary. However, the Conference had other debts besides those incurred by the Seminary. The total debt of the Conference at this time was \$976.07.¹⁰ To offset this, the Conference had definite assets estimated at \$422, plus some additional ones of uncertain value. This left a net debt of \$554.07, more than one-half of which had been incurred by the Seminary. The total value of the Conference property used for school purposes was given as approximately \$12,000.

The attendance during the later eighties fell to the lowest level in the history of the school. These were years of depression in which attendance and, therefore, tuition and freewill contributions fell to a depressingly low level. The writer can testify from his own observation and experience that the small attendance of those years meant a heavy sacrifice for many of the families who sent children to school. Beginning with the school year 1890-1891, the Conference also had to pay rent for the building, thus increasing the financial burden. The total deficit at the time of the transfer of the school to Newton was \$301.07. This figure should have been a mere bagatelle to the Mennonites of Kansas had they chosen to take care of the shortage as it arose. Here as elsewhere, it was the "little foxes" that spoiled the vines, the "little leaks" that sank the ship.

3. *Attendance*.—Another difficulty with which the Seminary had to contend was irregular attendance. Frequent complaints of this are

TABLE OF ATTENDANCE AT EMMATAL AND HALSTEAD

<i>Year</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>	<i>Number of Graduates</i>
1882-1883 ¹¹	30	0	30
1883-1884	62	10	72
1884-1885	56	9	65	6
1885-1886	52	8	60	5
1886-1887	38	6	44	2
1887-1888	36	12	48
1888-1889	33	2	35
1889-1890	29	6	35	4
1890-1891	27	8	35	2
1891-1892	36	17	53	3
1892-1893	58	10	68	8
—	—	—	—	—
	457	88	545	30

contained in the principal's reports. The late entrance into, or early dropping out of classes, of any considerable number of students must of necessity have a discouraging effect.

These figures represent enrollments, not persons. They show an almost steady decline in the attendance of the first eight years of the school, but a somewhat decided increase for the last two years. The reports of the principal mention a number of causes for the decline: the economic depression; the preference of our youth for everything American and thus also for American schools, where no religion was being taught, in contrast to the Seminary where the taking of religious subjects was obligatory; the strong emphasis on the study of German at the Seminary; the lack of equipment for instruction in the sciences; the lack of a "model school" for training teachers; the limited field from which the school could draw its students; and the indifference and prejudice toward higher education, still widely existent in the churches.¹²

It must be admitted that the indictment against Mennonite churches and Mennonite youth in the above statements contained much truth. Perhaps Mennonite youth should not be blamed too much for turning away from a Mennonite school that admittedly could not meet their needs in a number of ways. The economic improvement which set in, about 1888, raised the hopes of the school authorities for a better attendance, and, doubtless, was in part responsible for the increase that followed.

Interest in higher education was gradually growing in the churches; and, in 1887, a movement was begun in the West which had for its aim the establishment of an institution of higher learning of full-college-rank and which would more adequately meet the needs of Mennonite youth. Doubtless, the work done in the churches in the furtherance of this project did much to stir up interest in higher education and to direct the attention of Mennonite youth to the larger opportunities which the near future held in promise, and thus reacted favorably upon the attendance at the Halstead Seminary during its later years. The increased attendance brought increased demands, too: It called for more room, for an enlarged curriculum, for a bigger faculty, for more equipment. All of this meant additional expense, and the deficit could not be overcome even with the increased attendance.

4. *The Limited Curriculum.*—Attempts to extend the curriculum were made from time to time. In 1887-1888 both Latin and Greek were introduced with the purpose of enabling students to qualify for admission to a university or first-class college. A *Progymnasialkursus* was also introduced, intended to "prepare students for the independent study of the New Testament, the Church fathers and the ancient classics in the original."¹³ The time was hardly ripe for such advanced study,

though the attempt throws an interesting sidelight on the aims and hopes of the early founders.

However, interest in education was on the increase at this time in the state. Higher education was going forward with rapid strides, and the movement included Mennonite congregations and especially Mennonite youth in its sweep. The question of meeting the rising demand for higher education among Mennonite youth was too important to be treated lightly. It was too intimately bound up with the future of the church to be ignored. Either the demands for an expanded curriculum would have to be met, or a constantly increasing number of Mennonite youth would find their way into non-Mennonite educational institutions. It was felt from the first that the future of the Mennonite church would be jeopardized rather than helped by such a course. The question thus became an important one throughout the history of the Seminary and had a definite bearing upon its future.

5. *The Question of Incorporation and Location.*—The school not having a location of its own caused uncertainty and affected its development. It will be remembered that the Halstead College Association had given the building rent free to the Conference for a period of five years. As this period would expire in 1888, the Conference appointed a committee in 1887 to confer with the Halstead College Association regarding the future use of their building. This committee reported to a special meeting of the Conference in January, 1888, that the Halstead College Association was willing to grant the Conference the free use of their building for an additional year, 1889-1890; but after that it placed a rental of \$200 a year upon the building, thus adding to a financial burden which already was too heavy for the school to bear.¹⁴

Consideration of problems involved convinced the school committee of the necessity of incorporating the school before taking any further definite steps. Such steps would add greatly to the confidence in an enterprise which involved the acquisition of considerable property, the administration of large sums of money, and the organization of an educational setup that would compare favorably with other similar institutions to which Mennonite young people were finding their way in increasing numbers. Putting the institution on a firm legal basis would increase confidence in it and thus strengthen it. Accordingly the committee on March 23, 1887, decided to incorporate the Halstead Seminary, and on April 20, 1887, it adopted a resolution to incorporate the school under the name "Bethel College."¹⁵ It should be noted that this action was taken by the school committee of the Kansas Conference, not by the board of directors of the present Bethel College, which was nonexistent as yet, and that the name was to be applied to the Halstead school.

Only four or five years after the opening of the Halstead school an attempt was made to collect a fund of \$100,000 for the school. One-half

of this amount was to be used as a building fund and the other half as endowment. Some progress was made in gathering such a fund, about \$10,000 being either definitely subscribed or in prospect.¹⁶ The later agitation for the transfer of the school to Newton brought the solicitation efforts to an abrupt end, so far as the Halstead school was concerned.

The discussion for some years of the possibility of a new school at Newton militated against the success of the Halstead school. Even though the two were not to compete but complement each other as Halstead was to be on a lower level and serve as a feeder for the proposed school at Newton, nevertheless interest and support were divided and the future uncertainty of both projects was discouraging and a handicap.

6. *Faculty Changes.*—Another difficulty with which the school had to contend was a frequent change of instructors. Eight different persons taught during its ten years' existence. This is an average of nearly one change per year, which is very high for a school with only two teachers. None of the teachers remained with the school through its entire existence. Peter Galle, the teacher of the English classes, resigned at the close of the first year to take up the study of law. Anthony S. Shelly, of Pennsylvania, was elected in his place. It was hoped that his coming would draw East and West closer together in the field of education. He remained only two years, when he resigned to resume pastoral work in the East. His successor was Samuel Burkholder, who resigned after one year's teaching and also took up the study of law. He was succeeded by Henry O. Kruse, who served as teacher of the English department from 1887-1890 and as principal in 1891-1892, when he resigned to continue his studies.

Cornelius H. Wedel accepted a position at the school in 1890 transferring with it to Newton in the spring of 1893. He served as its principal in 1892-1893. H. H. Ewert's connection with the school ceased in 1891. Gustav A. Haury, principal of the Hillsboro school at the time, was called to the position of teacher of the English department in 1892. He accepted the position on condition that he be transferred to the new school which was to open at Newton the following year.

The frequent changes of the last three years necessitated considerable shifting of the work between the teachers; but these shifts seem to have caused little concern at the time, though it can hardly be considered good practice educationally. The teaching force never was adequate for the needs of the school. Student teachers were employed frequently to relieve the excessive loads of regular teachers. A third instructor, Dr. Emil Otto, was employed in 1887-1888 especially to teach ancient languages and to lighten the loads of the other teachers. He was forced to sever his connection with the school at the close of the year because of dissatisfaction among the constituency with some of his religious views. The school had to get along as best it could with only two teachers.

The resignation of H. H. Ewert in 1891 to take up educational work among the Mennonites of Canada was a real loss to the cause of education among the Mennonites of the United States. He gave as his reasons for making the change the great need for such work in Canada, the lack of workers there, and the comparative ease with which the vacancy caused by his resignation could be filled here. Ewert was a man who made a lasting impression upon his students. A man of striking physical appearance, strong intellect and positive convictions, he was respected by all who knew him. Inclined to be exacting in his requirements, he

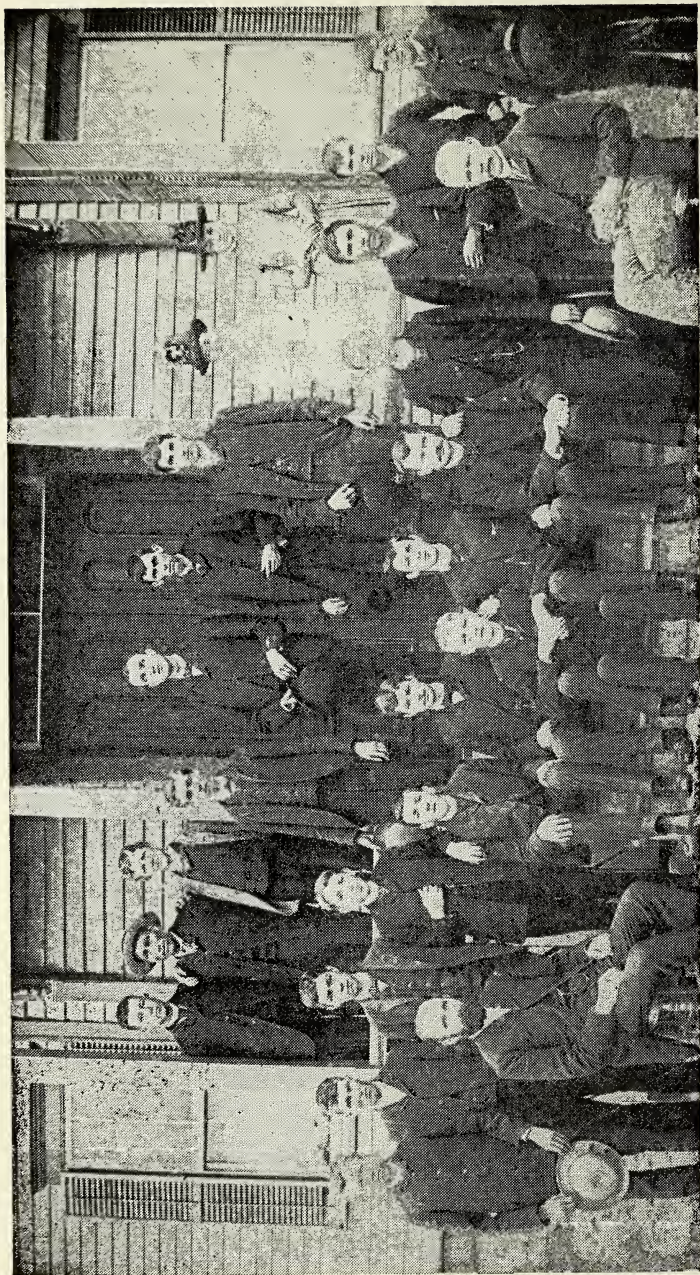


HALSTEAD SCHOOL BUILDING, STUDENTS, AND TEACHERS

also knew how to adapt himself to situations in the classroom where moderation and sympathy would be more apt to bring satisfactory results than would severity. His leaving also brought about a change in the boarding arrangements at the Seminary. These were now taken over by a private family, the Christian Wirklers, who remained with the school for some years after its transfer to Newton.

C. The Closing of the Seminary

It became clear quite early in the history of the Seminary that some energetic steps must be taken if the school was to continue and serve its constituency in a satisfactory way. The very evident needs were: a permanent location, larger housing facilities, a broader curriculum, a larger faculty, and, above all, a steady source of income which would prevent the recurring deficits to a point at which they would cease to



STUDENTS AND TEACHERS OF THE HALSTEAD SEMINARY.—*Seated in foreground:* H. H. Ewert and Samuel Burkholder. *Front row left to right:* David Toews, W. J. Magaw, C. E. Krehbiel, Ben Ewert, Japhet Amstutz, Simon Burcky, F. N. Funk, J. H. Eigsti, Joel Sprunger, H. E. Enns, Allen Hill, C. C. Heidebrecht, and W. J. Baumgartner. *Second row, standing:* Jacob C. Krehbiel, John Williams, J. E. Bergtholdt, P. J. Wedel, Gerhard Baergen, Cornelius Wall, William Wiegand, Margaretha Andres, and Margaretha Regier.

be a constant threat to the life of the school. The experiences at Wadsworth and at Halstead had not been without effect upon the friends of higher education among the Mennonites everywhere. While the last two years at Halstead seemed to promise a better future ahead, it was too late to save the school. Interest in and support of higher education had been diverted into another channel, a channel which appeared to open up opportunities for greater achievement and more permanent success.

A movement was begun in 1887 which included in its scope not only secondary educational needs but Mennonite higher education as well; and not only local communities but the entire Mennonite Church of North America. This movement had been gaining steadily during these years and had now developed to the point where it was ready to take over the work of the Seminary and continue it on an enlarged scale and under more advantageous conditions—but this story will be reserved for a later chapter.

When the Sixteenth Kansas Conference met in Newton in October, 1892, it merged into the newly organized Western District Conference. This organization covered a wider territory and took over the interests and activities of the old Kansas Conference. The new Conference was at once confronted with the question of the future of the Seminary. A short but spirited debate ensued. The outcome was a resolution that "The Conference ceases with the close of the school year 1892-1893 to operate its Seminary in the expectation that the Bethel College Corporation will assume and carry on school matters in accord with the intentions of the Conference."¹⁷

The original intentions of the promoters of the new enterprise were not to duplicate the work of the Halstead school in the new Bethel College. At first it was thought that the two schools could exist side by side without any duplication. The impracticability of this was soon realized. Some twenty years more were required before a full college course was offered, and some additional fifteen years before all college-preparatory work was discontinued.

Another point must not be overlooked here. The adoption of this Conference resolution referred to above signified a complete change of attitude by the Conference in respect to higher education, from conference to private control. This question of conference- vs. private-, or corporation-control has been something of a bone of contention ever since.

In accordance with the action of the Conference the Halstead Seminary ceased operations with the close of the school year June 7, 1893, and became only a memory. However, to many of those who spent some years within its walls, it has become a hallowed memory. Plans for the reopening of the Seminary as a private undertaking after its

close by the Conference were under consideration for a time by persons interested in keeping the Halstead school in operation; but apparently no one could be found to head it or to assume the responsibility which such a step involved. Nothing came of the plans.

The school left its impress not only upon the individual students, but through them on many communities within and without the state through the ministers and teachers it sent out. It helped to fan into flame the feeble educational spark that had so long lain dormant in some of the more backward Mennonite communities; it gave to an awakening mentality among Mennonite youth the opportunities it craved for further study and growth; it demonstrated beyond reasonable doubt the need of greater educational facilities if Mennonite youth is to remain in the church and is to serve it efficiently; it definitely convinced Mennonite people of the feasibility of coeducation, and it taught the Mennonites other valuable lessons in connection with their educational efforts.

To say that the Halstead school "closed its doors" is to state only a partial truth. True, the doors of the building were never again opened to admit students; but after all, it was only the evacuation of a building, the discarding of a shell, and not the final incident in an enterprise that had failed. The spirit, the real Seminary, was not dead. It was to be re-christened, and under its new name transplanted, enlarged, better equipped and better prepared to render service to the Mennonite Church and the Kingdom of God. During the preceding six years, plans which were looking toward such a goal had been in operation. Only a few miles away these plans were nearing completion and in a few months there would be opened another "Seminary," a Bethel, a House of God.

CHAPTER IV

A PERIOD OF TRANSITION

1887-1893

Difficulties and failures can be incentives to greater and more wisely directed effort and thus become steppingstones to success. The difficulties of the Halstead school must be regarded in this light. They quite clearly revealed certain points that were of the greatest value for the future carrying on of the work of higher education among the Mennonites. In spite of these discouraging experiences it was quite evident to the men in charge and to many others who could look beneath the surface that higher education had a future among the Mennonites.

A. New Environment and New Adjustments

The transplanting of large groups of people to a new and very different environment must of necessity bring about great changes in their modes of life and thought.

1. *Cultural Adjustments.*—They had been an agricultural people in Russia and naturally were inclined to follow the same occupation in America under quite different conditions. Their old way of life was soon found to be impracticable for various reasons. Village life had to give way to rural community life; the small tracts of land to which they had been accustomed in Europe were replaced by large farms; the virgin soil needed only to be turned to become fruitful fields and to yield rich harvests, and the open prairie afforded excellent grazing for herds of cattle.

Scarcely more than a dozen years had elapsed since their arrival in America, when well-marked progress was in evidence almost everywhere. Farm machinery brought from Russia was soon replaced by American-made farm implements; the cradle, by the harvester and the binder; the threshing stone, by the threshing machine; the ox cart, by the spring wagon and the buggy. The "old oaken bucket" with its hand-drawn rope and pulley was being replaced by the pump and windmill; the sodhouse with its thatch roof or the crude pioneer cabin, by more spacious and better-built homes; the homemade furniture was giving way to the products of the factory, and the frugal diet of the European home was being replaced by a variety and abundance unknown to the average family in Europe. In short, very definite material progress was in evidence almost everywhere.

The religious life, too, was stirred into new activity and was finding

expression in new directions. Religious organizations, such as Sunday schools and young people's societies, were organized in the churches. Conferences and conventions were drawing people who formerly had been strangers to each other, both in Europe and America, together in united efforts toward religious and educational betterment. Musical talent, largely uncultivated in Russia, was increasingly developed and put to service in both home and church. The spread of such cultural influences was not without effect upon Mennonite youth. Men who could look beneath the surface and see the cultural trends were not slow to recognize that Mennonite youth was beginning to find itself—that an awakening intellectual life needed opportunities for growth and development.

This intellectual awakening was not confined to the Mennonites in the West. Discussions regarding higher institutions of learning were carried on in both the Eastern and the Western District Conferences about this time. Nor does it seem to have been confined to the Mennonites of the United States, but found an echo among European Mennonites as well. Correspondence from Berlin, Germany, speaks of a meeting held in that city on April 18, 1886, at which representatives from eighteen Mennonite churches in Germany met to consider plans for establishing an institution of higher education.¹

2. *The "Boom" in the Eighties.*—During the eighties of the last century the "boom" in Kansas affected every town and hamlet. It struck with a violence that threw some cities completely off balance. Some of its more obvious manifestations were: additions to town sites laid out sometimes miles beyond the limits of the city; soaring of prices of city lots to fabulous heights; highly attractive offers, especially by larger cities, to secure state institutions, colleges or industrial establishments.

The competition among cities to secure colleges seems to have been especially severe, many cities trying to outdo each other in the munificence of their offers for such purpose. It was during these years that colleges sprang up in Kansas almost like the proverbial mushrooms. Thus Southwestern College, at Winfield, was opened in 1886. Kansas Wesleyan at Salina, and Bethany College at Lindsborg, were founded in the same year. Sterling College was opened in 1887, McPherson College in 1888, and Fairmount College, in Wichita, in 1892. Several colleges in other parts of the state erected buildings and began operations but were unable to survive the first gushes of enthusiasm.

Newton was no exception to the rule. Two additions to the city were laid out, one to the north, the other to the south of the city. These groups vied with each other in their efforts to secure a college, each for its own addition. Little success seems to have attended these efforts. Finally a "Newton College Association" was formed, which adopted as its aim the establishment of a "nonsectarian, but religious college" in

Newton. The rival factions were not slow in currying favor with the new Association. A few extracts taken from the local paper of that day will reveal the spirit that animated the times. "The college proposition is in better shape than expected. Good grounds have already been offered from two points."² "One of the glories of Newton's future will be its non-sectarian, yet religious college."³ Again: "Next winter Newton's non-sectarian college will be finished and then everybody will come to Newton to get a finished education."⁴ Some issues of the paper deprecate the scramble between different cities to secure a college. They speak of "Christian colleges being peddled around to the highest bidder," of a Baptist college "getting away" from Wichita and "being grabbed" by Ottawa. Not always, it may well be believed, was the action taken under such conditions well advised.

The trustees of the Newton College Association met on February 17, 1887, and organized by electing officers and an executive committee. They instructed this committee to receive bids for a location and subscriptions in land and money for the proposed college. Apparently this action was taken primarily with the two rival factions of the city in mind; for the executive committee was specifically authorized to receive subscriptions *also* from persons "not interested in any particular location." Opinions seemed pretty sharply divided on the question of the location of the college; but, doubtless, self-interest played a considerable role in deciding the attitude of the individual citizen. When the executive committee met some weeks later, it was found that both Newton factions had submitted bids. Under the heading "College Located," the local paper gives the result in the following words:

The Trustees of Newton College met yesterday and canvassed the bids for the location of the proposed college. It was decided to locate it on the McVay tract just south of the city. The amount of the bid decided on was 600 lots, 34 acres and \$8,400 in cash.⁵

Building operations were to begin as the necessary funds would be raised. This action was, of course, not to the liking of those favoring the north-side location; and it must be admitted that, at this distance at least, the whole proposition appears vague and shadowy. The rejection of the north-side offer seems not to have discouraged its supporters. They at once began to cast about for other opportunities to obtain a college for their side.

It is at this point that Bethel College reappears on the scene. It seems hitherto not to have entered the Newton picture in any tangible way. Doubtless, the committee in charge of the Halstead school was not unaware of what was happening at Newton; but details regarding the exact course of events do not seem entirely clear.

Whatever the exact course of events may have been, it was known in Newton that the location of the Halstead school was only temporary

and that the School Committee of the Kansas Conference was seriously considering the question of the permanent location of the school. The north-side group, finding its offer rejected by the trustees of the Newton College Association, thereupon submitted it to the School Committee of the Kansas Conference of the Mennonites. The details of this offer will be described later. At this point we need mention only the condition that final action on the offer was to be taken not later than May 1, a date less than a month away.

3. *The Horns of a Dilemma.*—This offer of Newton citizens put the Conference School Committee in a dilemma. The short time allowed for making a decision made haste necessary. The Committee had no power to decide the question in its own right; it must refer it to the Conference for final action. A rejection of the offer by the committee on its own authority or failure to refer the question to the Conference might well be considered a high-handed procedure, as the proposition apparently held promising possibilities for the cause of Mennonite education. Calling a special session of the Conference, too, could subject the committee to criticism; for large deliberative groups are inclined to move slowly, and here haste was required. The committee might be accused of trying to force the issue, of requesting precipitate action on a question that needed time for prayerful and calm deliberation for it had a very direct bearing upon the future of the Mennonite church.

4. *The Newton City Offer.*—The School Committee met on April 20, 1887, to consider the offer more fully and to decide upon a course of action. The offer was in brief as follows: Subscriptions of land and city lots valued by the donors at approximately \$85,000, and money subscriptions to the amount of \$15,000. The real estate, consisting of approximately 120 acres, was to be deeded to Bethel College as soon as building operations began. The subscriptions in money were to be paid in installments as follows: 10 per cent on acceptance of the offer; 15 per cent on completion of the basement of the college building; 25 per cent on completion of the first story above the basement; 25 per cent when the building was under roof; and 25 per cent when the building was ready for occupancy. Other conditions set by the subscribers were: a building costing not less than \$50,000 must be erected; a first-class college was to be maintained; a fund was to be established that would guarantee the maintenance of the college; building operations were to begin at once, and to proceed as rapidly as the proceeds from the sale of the land warranted.

The prices put on the land by the donors were the "boom" prices. It was very evident that, even when subdivided and sold in the form of lots, the land would not yield the amounts for which it was listed in the offer. Then, too, promises to pay were not cash in hand, and as the sequel showed, the sums actually realized fell far short of the amounts

specified in the offer. Neither the committee nor the Conference could foresee the exact course events would take, and the uncertainty did not in any way make the decision easier for the committee. An attractive offer from the city of Hutchinson, Kansas, to locate a Mennonite college in that city also had to be considered and added to the difficulties of the committee in deciding on a course of action. However, the situation finally resolved itself into the question of the acceptance or rejection of the Newton offer.

There were, of course, also certain aspects of the case that weighed quite heavily on the other side. The offer involved no financial risks so far as building operations were concerned. The land need not be sold at forced sale and thus might be expected to bring reasonable returns. Newton was the center of extensive Mennonite settlements. The offer, if refused by the Mennonites and accepted by someone else, with the probability that another denominational college would be located in the heart of the Mennonite settlements, could prove a severe blow to any future efforts in higher education by the Mennonites in Kansas.

It is admittedly good policy to "strike while the iron is hot." There were indications that if the Mennonites would build a college in Newton, the Newton College Association would take no further steps but would give the Mennonites a free hand in carrying out their own project. The School Committee felt that such a concurrence of auspicious circumstances could not be regarded as purely accidental, as merely a stroke of good fortune. They saw in it the guiding hand of a kind Providence pointing the way and made their decision accordingly. The Conference officers were asked to call a special session which met in Halstead on April 27, 1887. The congregations responded to this call by practically a full representation.

5. *The Conference and the New Project.*—The proposition found the going rather difficult in the Conference. Prompt action was necessary as the offer was to expire only five days later. The very haste, which the offer required made an unfavorable impression upon many delegates. The financial soundness of the offer was questioned and, as will be seen later, not without good reason. The Conference appeared unwilling to shoulder the additional financial burden which the acceptance of the offer implied. This hesitancy of the delegates to commit the congregations to still greater financial obligations was justified by past experience.

Some delegates questioned the moral right of the Conference to assume such definite obligations as were implied in the Newton offer, namely, "to build and maintain a first-class college in Newton." This condition, it was argued, could be assumed only if the Conference had a definite or fixed income. Such was not the case; the Conference was entirely dependent upon freewill offerings by the congregations. To

still other delegates, the whole proposition appeared as little more than a pipedream, a thing utterly beyond possibility of achievement. A complicating factor arose when the city of Halstead asked that a final decision be held in abeyance, as it also wished to make an offer.

The Newton College Association was seriously considering "the advisability of transferring its corporate rights to the Mennonites in case the Kansas Conference decided to enlarge the Halstead school to a college and to build and maintain it in Newton."⁶ The conviction that an institution under the direct control and supervision of a religious denomination would be more apt to succeed than would a non-denominational school was rapidly gaining ground among the members of the Association. The agitation in favor of *denominational* schools, quite strong in the state at this time, doubtless also was a factor in the minds of many; and the fact that the Mennonites had a strong constituency in Harvey and adjoining counties added to the weight of the argument. As the sequel showed, the Newton College Association finally relinquished its rights and abandoned all further efforts to carry out its original plans.

The Conference carefully considered the arguments for both sides, but the delegates seemed unable to make up their minds. In fact, the longer the question was debated the more hopeless the situation seemed to become. The writer, then a student at the Halstead school, has a vivid recollection of the feeling of depression and hopelessness that seemed to creep over the delegates as the discussion became more and more drawn out without apparently coming nearer to a decision. Far-seeing individuals seemed to sense that such a rejection involved a risk so great that future generations might well consider it as one of the great blunders of Mennonitism.

On the other hand, some of the delegates were unwilling to accept the offer, because they felt that at least some of the congregations were not ready to support them in this step. This speaks well for the character and the high moral sense of these men. The submission of the question to a popular vote in the congregations would probably have resulted in an unfavorable decision. For, in spite of progress along economic, social, and religious lines among the Mennonite immigrants, there was a definite lag between that and educational progress. For a time it seemed as if the Conference had come to a dead end—that the whole matter would fail, not from opposition or indifference, but from a feeling that the Conference could not cope with the problems, that neither of the horns of the dilemma offered a solution, and that there was no middle choice.

B. Bethel College Launched

At this critical juncture, when the situation seemed all but hopeless, David Goerz came forward with a plan that possibly had been held in reserve for just such a contingency. Goerz had taken the most active

part in promoting the work of higher education among Mennonites in the past and, doubtless, had come to the Conference prepared for almost any emergency. The plan proposed was in substance a request that in view of the inability of the delegates to arrive at a decision, the Conference give its consent to the organization of a private association which would undertake to build and maintain a college in accordance with the terms of the Newton offer. Such an association he said would take all the risks. It would take the blame for failure should failure result; but if the undertaking succeeded, the Mennonite denomination should have all the credit and should have first claim to the privileges which would accrue from the undertaking.

1. *A Change of Policy.*—This suggestion meant a change of policy but found immediate favor with the delegates. It brought a ray of light into a darkness that had seemed impenetrable. It was a plan to which the congregations could raise no reasonable objection, for it bore within it, if not the assurance, at least the possibility of success. It opened a way by which the friends of education could proceed with their plans, while those who were inclined to be critical were given time and opportunity to make their own decisions in the light of future observation and developments. At the same time the acceptance of the proposal by the Conference very definitely related the enterprise to the churches, the membership of which would have to bear the burden of the enterprise, if it came into being. The solution suggested must thus be regarded as of the very highest order of leadership.

The decision was not long delayed. The plan appeared to the delegates as the best solution, if not the only one, to a vexing problem. With but little discussion, the Conference adopted the following resolution:

The Conference resolves to accept the Newton offer on the assumption that an association of brethren is formed which takes over the Newton project in all its details and incorporates, builds and operates Bethel College. The Halstead school continues with a preparatory course and operates as a preparatory school for Bethel College. Bethel College, like the preparatory school, is permitted to solicit funds within the Mennonite denomination.

This resolution is to be given the brethren D. Goerz, B. Warkentin, and J. J. Krehbiel with the understanding that it will be transmitted to the Newtonians by Sunday in the form of either an acceptance or a rejection.⁷

The possibility of forming such an association did not long remain in doubt. Even before the close of the day, a sufficient number of brethren to form a corporation under the laws of the state of Kansas had expressed willingness to take out memberships in such an association. The drawing up of a charter was begun immediately; and, on May 11, a meeting of interested persons was called in Newton to consider the document that had been drawn up. Twenty-five different congregations were represented at the meeting.⁸ After careful study of the charter the thirty-three per-

sons present approved it, affixing their signatures to it, thus becoming the charter-members of the Bethel College Corporation.

Of the thirty-three persons who signed the charter, thirty were Mennonites. These were distributed among seven congregations as follows: Newton, eight; Alexanderwohl, seven; Brudertal, five; Halstead, four; Hoffnungsau, three; Christian, two; and Hoffnungsfeld, one. The three non-Mennonites whose signatures appear on the original charter were prominent businessmen of Newton. They were included because they were in position to render effective service to the cause, especially among the non-Mennonite citizens of Newton and Harvey County.

However, the solution to the problem was not quite so simple as the mere adoption of a resolution and a charter. Much work and many discouragements lay ahead.

2. *The Charter.*—The charter was filed with the Secretary of State of the State of Kansas on May 23, 1887, and thus became operative on that date. The complete copy of the Charter with its subsequent amendments is a rather lengthy document. Only a few salient features may be mentioned here:

Name of the Corporation: "The Bethel College of the Mennonite Church of North America."

Purpose: "The building and maintaining of a college in the interest of higher Christian education under the auspices of the Mennonite Church of North America." (For details see charter.)

Control: "The corporate powers of said Bethel College shall be exercised by a board of nine directors or trustees, one-third of their number to be elected annually for the term of three years."

The first Board of Directors was named in the charter and consisted of Johann J. Krehbiel, B. Warkentin, David Goerz, H. H. Ewert, D. C. Ruth, Abraham Quiring, C. R. McLain, J. M. Ragsdale, and A. B. Gilbert. Since all of these men hailed from either Halstead or Newton, it was a wise arrangement in those days of slow travel and communication.

Membership in the Corporation was restricted to individuals, congregations, and conferences of the Mennonite Church of North America who donated \$100 or more to the endowment fund of Bethel College. Such a donation entitled the donor to one vote in the meetings of the Corporation and each additional \$100 to an additional vote. In the case of smaller donations, individuals or groups could combine their contributions until they equaled the total amount required for a Corporation membership. Scholarships (free tuition) were provided on the following basis of contributions: \$100 entitled the donor to a three-year scholarship; \$300, to a ten-year scholarship; \$500, to a fifteen-year scholarship; \$1,000, to a perpetual scholarship.

Scholarships could be obtained by donors of smaller amounts on the same terms as votes in the Corporation. Votes in the Corporation could be

bequeathed to other members of the Corporation or to a Mennonite congregation or conference. If no testamentary provision was made, votes became the property of the General Conference, which then inherited all the rights and privileges of the deceased. Donations from non-Mennonites entitled the donor to honorary membership in the Corporation but to no votes. Changes in the charter required a two-thirds majority.

Above provisions were according to the original charter. Some have been changed since. The board of directors also adopted a set of bylaws governing both internal and external administrative details of the new institution. These covered the duties of the board and of the faculty, student duties and responsibilities, relation of the Corporation to conferences and congregations, curriculum, scholarships, membership certificates and other details.

The foundation was thus laid for a well-ordered, well-regulated institution: its general aims and purposes were defined; the methods by which these purposes were to be achieved were set forth; its relations to the state, to the congregations, and to the conferences were clarified, and steps were taken toward putting the institution on a sound financial basis. Subsequent developments showed the charter was not without its defects. Some of these could not be foreseen at the time but had to await the test of actual experience before they became manifest.

3. *The Scope of the New Program.*—With the filing of the charter, Bethel College assumed a definite legal status. It became a corporate body with well-defined duties and responsibilities with the limits specified in the charter and in accordance with the laws of the State of Kansas. This legal step was, however, merely the laying of the keel, not the launching of the ship.

A definite site for the new institution must be selected, the donated real estate must be converted into cash, buildings must be erected and equipped, an endowment fund must be raised, a competent faculty must be employed, a suitable curriculum must be drawn up, and the new and enlarged opportunities must be brought to the attention of Mennonite youth in a way that would carry a convincing appeal.

Unlike the Halstead school, "The Bethel College of the Mennonite Church of North America" was not to be just a local institution; it was, as its name implies, to serve the entire Mennonite denomination of North America. Its courses were to be sufficiently comprehensive to attract students from great distances; it was not to compete with, but supplement existing preparatory schools; its work was to carry an appeal not only to Mennonite youth, but seek to "pay the debt of gratitude to other denominations by opening wide the doors of the institution, so that all may have an opportunity to partake of whatsoever advantages may be offered by it."⁹ The plans and purposes of the proposed Bethel College were much more ambitious than anything similar heretofore

undertaken by the Mennonites. The difficulties were correspondingly greater.

About this time there appeared an article signed "B," referring to a movement to start another college, a "Newton College or University" in Newton and declaring that "there is room in Newton for both the Mennonite College and another college or university."¹⁰ It is not possible to determine with certainty what inspired this movement; possibly it was just a resurgence of the efforts of some members of the old Newton College Association who were disappointed at the turn affairs were taking. At any rate the movement apparently vanished into thin air and does not seem to have affected the Bethel College enterprise in any material way.

4. *Building Construction Begins.*—The charter defined the aims and purposes of the newly formed Bethel College Corporation, and it now became the duty of the board of directors to give concrete expression to these aims and purposes. The ideas that were to be given definite form, and the ideals ultimately to be achieved doubtless were rather vague in the mind of the average Corporation-member. Fortunately, there were men in the board of directors who had a clear vision not only of the purposes to be achieved but also of methods for achieving them.

The board lost no time setting the wheels in motion. It held its first meeting in June, 1887. At this meeting it organized by electing the following officers: J. J. Krehbiel, president; D. C. Ruth, vice-president; David Goerz, secretary; and B. Warkentin, treasurer. It also appointed three committees: a Finance and Auditing Committee, a Committee on Ways and Means, and a Building Committee.¹¹

These committees were constituted as follows: Finance and Auditing—A. B. Gilbert, C. R. McLain, A. Quiring; Ways and Means—D. Goerz, B. Warkentin, J. M. Ragsdale; Building Committee—J. M. Ragsdale, J. J. Krehbiel, B. Warkentin, D. C. Ruth, H. H. Ewert. The building committee was instructed "to proceed at once to get the necessary information, plans and specifications of different architects for suitable college buildings."¹² Representatives of the board visited different colleges in the state to get the latest ideas about college buildings. Seven more meetings were held during the year 1887. On July 8, the board voted to employ Varney Brothers, of Newton, to draw plans and furnish specifications for the proposed college building. At a meeting held a few days later, the board considered several plans submitted by different architects but finally decided to award the contract to Varney Brothers.

These plans provided for the erection of an attractive four-story stone structure including a twelve-foot basement.¹³ The building was to have two fronts with entrances facing the west and the south respectively. A tall spire containing a bell was to tower over one entrance. The plans provided for a general office, a ladies' reception room, a dining

room, a lecture room, a library, a chapel, an art gallery, a music room, and recitation rooms. The fourth story was to remain unfinished for the time being. The building was to be lighted with gas or electricity. Construction was to begin at once.

On July 29, the board authorized the Finance Committee to issue a call for the first assessment of 10 per cent on the Cash Subscription List, and to let the contract for the excavation for the foundation of the building. On August 2, the board selected the exact site for the college building on the grounds that had been donated for this purpose. This location is described as follows: "The Southwest Corner of the Main College Building shall be located two hundred feet North and one hundred feet East of the Southwest Corner of the Southwest Block of the twenty-acre piece donated as building site."¹⁴

The site thus selected was pleasantly located about a mile north of Newton on a slight elevation that has since come to be known as Mt. Hebron. Tradition says the name originated in a casual reference by Professor C. H. Wedel in one of his classes to the elevation as Mt. Hebron. The name is, however, already found in the first catalog of Bethel College, that of 1893-1894, and it has been known by this name ever since. A small stream which flows through the site, affording excellent opportunities for beautifying the campus, doubtless, like the elevation, received its name "Kidron" from biblical associations. At the time the site was an open prairie, but much planting by the College and by home owners on the campus have made it a most attractive spot.

Some delay in building operations resulted from the refusal of Varney Brothers to sign the contract and give bond as required by the board, and from the final withdrawal of their proposition to furnish plans and specifications. On September 12, the board authorized the building committee to reopen correspondence with several architects for the purpose of securing "new propositions for plans and specifications for the Bethel College building."¹⁵ On October 20, the board approved floor plans for the building submitted by Mr. Proudfoot; and, on December 15, it approved the contract for the foundation and the basement of the Main Building.

These plans differed considerably from the plans described above. Work on the building was begun at once, but progress was slow. The board clung tenaciously to its very laudable determination not to go into debt. As a consequence, building operations were halted when available funds were exhausted and not begun again until sufficient funds were available to complete a definite part of the building. Funds were slow in coming in. According to original plans, the income from the sale of donated land was to be used for the erection of college buildings. This sale proved disappointing, both because of the slowness with which

the lots were taken up, and because the prices which they brought were far below the original estimates.

There were also delays in securing a clear title to some of the donated land. Cash subscriptions, too, were coming in slowly. The finance committee reported at a meeting of the board in June, 1888, that only \$440 had been paid on the first installment of 10 per cent, called for in July of the previous year. This sum was less than one-third of the amount due. In fact the total cash contributions to the enterprise fell far short of the amount originally subscribed. According to a statement by D. Goerz, of the offer of Newton citizens to raise \$100,000 to bring the college to Newton, "only about \$10,000 in cash have been realized, the balance of the building fund (\$50,000) has been raised by the Mennonites themselves."¹⁶

Building operations, however, had begun and were continued even under financial handicaps. The treasurer of the board reported to the June meeting that the Newton Milling and Elevator Company had advanced \$1,700, which amount had been paid out for work already done, and that \$2,500 more would be needed to settle the contracts already entered into by the building committee. The board approved this action of its treasurer and, to safeguard him, adopted a motion "that we hold the Bethel College Corporation responsible for the money thus advanced."¹⁷ At this meeting, too, the finance committee was instructed to collect the second assessment of 15 per cent on the Cash Subscription List in addition to the unpaid amounts of the first assessment of 10 per cent. Work on the basement had already progressed so far that the board at this meeting decided "to hold a Cornerstone-Laying Festival and to arrange for excursions from the East for the occasion."¹⁸ A committee was appointed to arrange a suitable program and plans were made for widespread advertising of the occasion.

The date finally selected was October 12, 1888. In July and August of that year D. Goerz made a trip to the eastern states which took him as far as New York. The purpose of the trip was three-fold: (1) to visit Mennonite congregations in the East with a view to creating a personal interest in Bethel College; (2) to invite visitors from the East to the cornerstone laying; (3) to obtain concessions from railroads for the occasion of the cornerstone laying. In this last effort he was favored by the fact that two District Conferences, the Kansas Conference and the Western District Conference, had scheduled their meetings in Kansas and Iowa respectively to occur within ten days of the date of the cornerstone laying.

Goerz expressed himself as highly pleased with the success of the trip. He says that he received a most friendly reception everywhere in the churches and that great interest in the enterprise was manifested wherever he went. He returned convinced that "we must have a school for

our denomination whose existence is made secure by an endowment fund.”¹⁹ Indeed, there were good reasons for the optimism he displayed. On this trip alone he secured memberships in the Corporation to the amount of over \$10,000; and, within two months after the subscription lists had been opened, more than one-half of the \$50,000 required for the endowment fund had been subscribed. Contributions to the building fund lagged considerably, however. One reason for this may have been the fact that no Corporation memberships were issued for contributions to the building fund. However, thanks to the kindness of friends who advanced the money as needed, building operations could continue. On August 13, 1888, the board of directors officially accepted the completed basement.

Considerable difficulty was experienced in the effort to secure rates on railroads for the occasion. However, half rates were secured over several railroads with stop-over privileges which enabled purchasers of tickets to attend all three meetings mentioned. Reverend D. Goerz played up the slogan “Three Occasions in One” to good advantage.

With the setting of a definite date for the cornerstone laying, preparations for the proper observance of the day went on apace. Various details were entrusted to committees or individuals, and apparently nothing was overlooked. Invitations to the festival were extended to Mennonite congregations in Kansas, Nebraska, Dakota, Minnesota, Iowa, Illinois, Indiana, Ohio, Pennsylvania, New York, and other states.²⁰ These invitations were not just a cold, formal request or bid for attendance. The occasion was to be one of praise and thanksgiving to God for blessings received in the past and of earnest petition for His blessing and guidance for the future. The board saw in the event not only an occasion for satisfaction to the friends and supporters of the cause but also an opportunity for winning other friends and supporters, as well as impressing the lukewarm or critically-minded with the conviction that the enterprise was showing fine promise of success. Above all, it felt that faith in the Mennonite people had not been misplaced, and that the blessings of the heavenly Father had visibly rested upon the enterprise so far.

5. *Laying the Cornerstone.*—Preparations for the festival were in accord with these ideas. Its tone was to be religious throughout. The event was to be a milestone in the history of Mennonite education. An elaborate program was proposed on which appeared some of the most prominent men in the General Conference. A choir of 85 voices organized from neighboring churches, was given a prominent place on the program. A Women’s Society had been organized for the special purpose of equipping the chapel and providing a large bell for the college building. This organization was made responsible for providing lunches for the guests. A large tent, accommodating two thousand per-

sons, in which the program was to be given, was erected just south of the basement. A smaller tent in which lunches were served to the guests, was put up a short distance to the west. The event was widely advertised, not only through local and church papers, but by D. Goerz's trip to the East. Nothing apparently was overlooked that might in any way contribute to the success of the occasion.

Friday, October 12, 1888, dawned with a cloudy sky and a cool sharp wind blowing from the north. Later in the day the weather cleared, the day becoming pleasant. For some time, visitors from a distance had been arriving, and the crowd that gathered for the occasion was estimated at 2,500, an attendance quite remarkable in view of the comparatively slow transportation of that day. It is, however, an eloquent testimony to the interest shown in the cause, though it would doubtless be misjudging the case considerably to assume that all were present from a feeling of genuine interest in education.

The official program, which was printed in both German and English, is given here in full. Some songs used on the program were composed for the specific occasion.

PROGRAM FUER DIE ECKSTEINLEGUNGSFEIER DER (PROGRAM FOR THE
CORNERSTONE-LAYING FESTIVAL OF) BETHEL COLLEGE,
NEWTON, KANSAS, OCTOBER 12, 1888

1. *Einleitungs-Gottesdienst* (Opening Service—German).

Anfang praecise 10 Ubr morgens (Beginning at 10 o'clock sharp). *Die Ausfuehrung des Programmes fuer den Vormittag sollte nicht laenger als zwei Stunden in Anspruch nehmen.* (It is desired that the time for the forenoon exercises shall be limited to two hours.)

1. *Gborgesang* (Song by the Choir), "Willkommen" (Welcome)

*Willkomm, Willkomm! Seid herzlich uns willkommen!
Wir grueszen freundlich euch im Namen unsers Herren.
Gott segne euch, die ihr bringet Lob Ihm
Preis und Anbetung dar.
Nah ist der Herr allem Volke, das anruft Ihn mit Ernst.
Aufrichtet Gott das trauernd Menschenherz.
Liebreich haeli Er, wer anbanget Ihm, denn Er ist Gott.
Gnaedig, guetig und barmherzig ist unser Gott!
Jeder Mund sag und singe froehlich des Herren Lob,
Und alles Fleisch lobe seinen heil'gen Namen immerdar.
Gott sei Ehre, Lob und Dank.
Nabe Dich zu uns, wie wir uns nahn zu Dir!
Hallelujah, Amen!*

2. *Begrueszungs-Ansprache* (Address of Welcome), Rev. J. R. Toews, Newton

3. *Gemeinde-Gesang* (Song by the Congregation), *Melodie*: "Wie schoen leucht uns der Morgenstern."

Hier stehen wir von nah und fern
In einem Geist, vor einem Herrn
Vereint zu Dank und Bitten.

O Jesus! sel'ge Majestaet,
Gekreuzigt einst und nun erhoelt,
Tritt ein in unsre Mitte.
Stimm an, Nimm an
Unsre Lieder, die wir wieder vor Dich
bringen
Deiner Liebe Thun zu singen.

Dein sind wir, Dein in Ewigkeit.
Drum wollen wir, Du Held im Streit,
An Deinem Auge haengen.
Woblauf, mit Macht umguerte Dich
Du Arm des Herrn, so werden sich
Die Voelker um Dich draengen.
Als dann, wird man
Froeblich singen, Palmen schwingen,
wenn man schauet,
Wie Jehovah Zion bauet.

4. *Verlesen des 24. Psalms* (Reading, Psalm 24), Rev. Jacob Toews, *Aeltester, Mennonitengemeinde, Newton* (Elder, First Mennonite Church, Newton).
5. *Gebet* (Prayer), Rev. Dietrich Gaeddert, *Praesident der Kansas Konferenz* (President of the Kansas Conference).
6. *Chorgesang* (Song by the Choir), Psalm 96.

II. *Festrede* (Sermon), Rev. S. F. Sprunger, *Praesident der Westlichen Distrikt Konferenz* (President, Western District Conference).

1. *Gemeinde-Gesang* (Song by the Congregation), "Jesu der Helfer," *Melodie* No. 42, *Evangeliums-Lieder*.

Maechtig tobt des Sturmes Brausen, Um ein Kleines Schiff;
Hilflos hin und her geworfen, Droht ihm manches Riff.
Muth, habt Muth, blickt auf den Retter! Hoeret, was er spricht:
Ich bin bei euch alle Tage; Ich helfe euch, verzaget nicht!
Auf dem Decke steht die Mannschaft, Ohne Macht und Wehr.
Alles schreit jetzt zu dem Meister, Und da half der Herr.
Muth, habt, Muth, etc.

Auf des Lebens Oceane, Wo manch Sturm uns droht.
Beut uns eine frohe Botschaft, Heil in jeder Noth.
Muth, habt Muth, etc.

2. *Austeilen von Subscriptionzetteln zur Kollekte fuer den Baufonds* (Distribution of subscription slips for contributions toward the building fund).
3. *Allgemeiner Gesang* (Singing by the Congregation), "To the Work," (Gospel Hymns No. 145).

To the work! to the work! We are servants of God.
Let us follow the path that our Master has trod.
With the balm of His counsel our strength to renew
Let us do with our might what our hands find to do.

CHORUS: Toiling on, Toiling on, Toiling on, Toiling on,
Let us hope and trust, Let us watch and pray,
And labor till the Master comes.

To the work! to the work! There is labor for all,
For the kingdom of darkness and error shall fall;
And the name of Jehovah exalted shall be
In the loud swelling chorus: Salvation is free.

CHORUS: Toiling on, etc.

4. *Address of Welcome (Begrueszungsrede)* by Rev. Dr. Davis of the Presbyterian Church of Newton.

5. Singing by the Congregation (*Allgemeiner Gesang*), "Revive Thy Work, O Lord" (Gospel Hymns: No. 223).

Revive Thy work, O Lord, Thy mighty arm make bare
Speak with the voice that wakes the dead and make Thy people hear.

CHORUS: Revive O Lord: Revive Thy work:

And give refreshing show'rs.

The glory shall be all Thine own, the
blessing shall be ours.

Revive Thy work, O Lord, Exalt Thy precious name;
And by the Holy Ghost, our love for Thee and Thine inflame.

CHORUS: Revive, O Lord, etc.

III. Ecksteinlegung (Laying of the Cornerstone)

1. *Gemeindegesang* (Song by the Congregation) *Melodie*: "Ringe recht, wenn Gottes Gnade."

*Eckstein, der von Gott erwaeblet, Fels auf dem die Kirche steht.
Deine Ehre sei erzaehlet, Bis die Welt in Truemmer geht.*

Herr, wir moechten Dir zur Ehre, "Bethel-Schule" bauen hier.

Unsre Jugend hier zu lehren Und sie binzufuehr'n zu Dir.

Darum legen wir zum Grunde Einen Stein zum neuen Bau,

Und erwarten diese Stunde Deines Segens frischen Thau.

O lasz dieses Haus in Liebe Und vereinter Kraft entstehn.

Dasz uns dabei nichts betruebe Und wir Deine Hilfe seh'n.

2. *Die Legung des Ecksteines* (Laying of the Cornerstone), Rev. A. B. Shelly, *Praesident der Allgemeinen Konferenz* (President, General Conference of the Mennonite Church of North America).
3. *Einsammlung der Subscriptionszetteln. Kollekte* (Collection of contributions and subscriptions for the building fund).
4. *Chorgesang* (Song by the Choir), Psalm 100.
5. *Gebet* (Prayer), Rev. Chr. Schowalter, *Secretaer der Allgemeinen Konferenz* (Secretary of the General Conference).
6. *Segensspruch* (Benediction), Rev. Hirschler, *Secretaer der Kansas-Konferenz* (Secretary, Kansas Conference).
7. *Doxology (Schlussgesang)*.

Praise God, from whom all blessings flow;

Praise Him, all creatures here below;

Praise Him above, ye heavenly host;

Praise Father, Son, and Holy Ghost.

IV. Pause ueber Mittag (Recess for Dinner)

Alle Gaeste sind gebeten, einen Mittags-Imbisz auf dem Bethel-College Grund zu nehmen. Wer sich zu dem Zwecke nicht Essen mitgebracht—dieses ist zu empfehlen—findet gegen geringe Verguetung in einem Neben-Zelte warmen Kaffee, Thee, Milch and andres Essen nach Belieben.—Die Absicht ist, moeglichst wenig Zeit ueber Mittag zu verlieren.

All visitors not prepared with lunch will be accommodated at minimum rates at lunchstands on the grounds. It is desired, that there should not be much time lost at noon.

V. Verkauf eines Theiles der Bethel College Lots. (Bethel College Lot Sale).

Unmittelbar nach dem Mittag-Essen wird ein Theil der College Lots zum Ver-

kaufe ausbezogen werden. Die Kaufbedingungen sind: Ein Fuenftel der Kaufsumme bar anzuzahlen, den Rest in vier jaehrlichen Zahlungen mit sieben Prozent Interessen vom Tage des Kaufes an. Zehn Prozent Rabatt, wenn die ganze Kaufsumme bar bezahlt wird. Die Rueckerstattung des Eisenbanfabrgeldes an Kaeufer geschieht in gleichem Verhaeltnis mit den fuenf Zahlungen des Kaufbetrages in fuenf Terminen.

Immediately after dinner some of the Bethel College Lots will be offered for sale at the following terms: One-fifth of the amount of sale cash down, balance in four annual payments with 7 per cent interest on deferred payments from date of sale. Ten per cent discount if all is paid cash down. Railroad fare will be refunded prorated as per payments.

- VI. *Die Jahres-Versammlung der Bethel College Corporation zur Erwaehlung eines Direktorioms fuers folgende Jahr wird in der Mennonitenkirche in Newton um halb acht Uhr Abends stattfinden.—Jedermann ist eingeladen beizuwohnen, besonders aber sind die Mitglieder der Corporation gebeten sich an der Direktoriwahl zu betheiligen.*

The Annual Meeting of the Bethel College Corporation for the purpose of electing Directors for the ensuing year will be held at the Mennonite Church in Newton at half past seven o'clock p.m.—Everybody is invited to participate in the meeting and all corporation members are urged to participate in the election of the Board of Directors.

The program was carried out as given above. The dedicatory sermon by S. F. Sprunger had for its text the motto of Bethel College, I Cor. 3:11: "For other foundation can no man lay than that is laid which is Jesus Christ." He stressed the importance of a spiritual as well as a material foundation in such an enterprise. A Christian institution must build for eternity, not for time only. The experiences of the Wadsworth and the Halstead schools, the liberal support of the people of Newton and surrounding areas, the far-flung representation of Mennonites on this occasion, the financial success already achieved—more than one-half of the endowment fund had already been secured—all these were mentioned as factors that tended to make for a solid, a durable foundation. So long as the denomination which is erecting this building continues upon the foundation "that is laid," so long will this institution be secure and continue to endure.

The cornerstone-laying ceremony proper was of the usual type. A. B. Shelly officiated. After a few appropriate remarks and a prayer, he requested that all documents, papers, that were to be placed in the hollow of the cornerstone be handed in. A leaden box had been provided and the following were put into it: Charter of Bethel College, First Annual Report of the Board of Directors, both in English and in German; roster of the membership of the Bethel College Corporation, roster of the subscribers to the Bethel College building and other funds, various printed matter relating to Bethel College, a copy of the *Resolutions of the General Conference* from its beginning to date; copies of various publications, such as the *Bundesbote*, *Kinder-Bote*, *Newton Anzeiger*, *Newton Republican*; the constitution of the First Mennonite Church of

Newton, a report of the Mennonite Arapahoe and Cheyenne Mission, roster of the Women's Society. The audience then proceeded from the tent to the southeast corner of the basement. The box was sealed air- and water-tight and put in position just under the cornerstone. This stone, inscribed with the date "October 12, 1888," was suspended, ready to be lowered into position. This done, the mason sealed the stone in its place with mortar. A. B. Shelly then spoke the dedicatory words and prayer and dismissed the gathering with the benediction.

As will be seen from the program, opportunity was given for cash contributions, for subscriptions to the building fund, and for the purchase of lots on the College plot of land. Subscriptions to the building fund amounted to about seven hundred dollars. About thirteen hundred dollars was realized from the sale of lots. The endowment fund was increased by three thousand dollars. Nearly twenty dollars was realized by the Women's Society for the chapel fund from the meals furnished the guests. The total contributions to Bethel College during the day amounted to over \$5,000. The total endowment fund equaled \$29,220. In the *Bundesbote* of November 15, 1888, the board gave expression to its feelings in a fine statement of appreciation and gratitude to all who in any way, directly or indirectly, had contributed to the success of the occasion and of "humble thanks to our Lord and Master Jesus Christ for prayers heard and blessings granted."

The occasion may thus be considered to have been highly successful. The large gathering of people from widely scattered localities, the excellent program, the gratifying financial results, the favorable publicity given the occasion—all greatly encouraged those immediately responsible for carrying on the work. Well might they gather courage from every favorable incident; for the task that lay ahead of them was much more arduous, the goal for which they were striving was much farther away than may have seemed apparent at the time.

6. *The First Corporation Meeting.*—The first annual meeting of the Bethel College Corporation was held on the evening of the day of the cornerstone laying, October 12, 1888, in the First Mennonite Church of Newton. The secretary reported a membership in the Corporation of 130 with a total of 249 votes. There were 217 of the 249 votes represented at this meeting. Members from five states—Kansas, Indiana, Iowa, Ohio, and Pennsylvania—were present. The most important business before the meeting was the election of a new board of directors, the board designated in the charter having served up to this time.

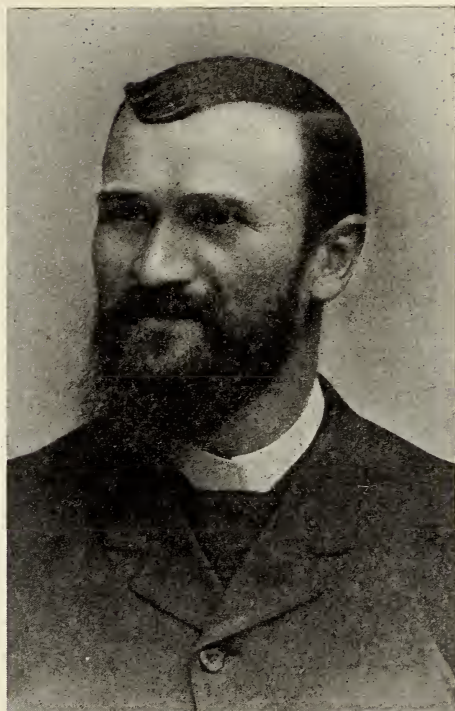
It was decided to elect five members from Kansas and four from other states as the new institution should serve the largest constituency possible. The men elected were to serve for three, two, and one years, respectively, according to the number of votes cast for them. The results of this first election under the charter were: J. J. Krehbiel and B.

Right:

DAVID GOERZ

1848-1914

Founder of Bethel College



Below, left:

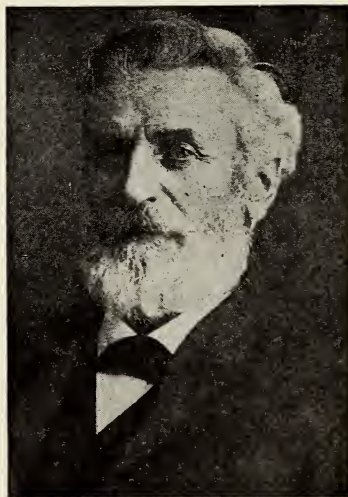
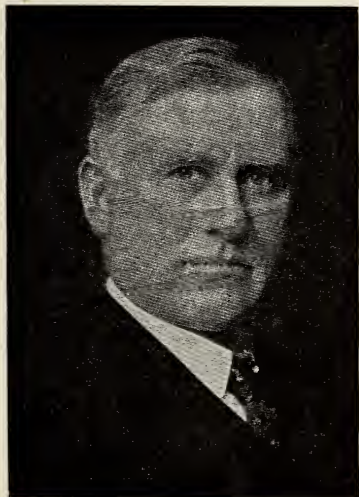
BERNHARD WARKENTIN

Co-Founder of Bethel College and
Treasurer of the Board of Directors
1892-1903

Below, right:

J. J. KREHBIEL

Co-Founder of Bethel College and
President of the Board of Directors
1893-1909



Warkentin, from Kansas, and S. F. Sprunger, from Indiana, were elected for three years; D. Goerz and H. H. Ewert, from Kansas, and A. B. Shelly, from Pennsylvania, for two years, and J. R. Toews, from Kan-

sas, P. P. Steiner, from Ohio, and Gerhard Vogt, from Illinois, for one year. Thus, every state represented at the meeting was given representation on the board of directors.

Members of the board from outside Kansas were authorized to appoint alternates from within the state in case they were unable to attend the meetings of the board in person. The first alternates selected were: D. C. Ruth, of Halstead, for P. P. Steiner; Gustav Harder, of Whitewater, for S. F. Sprunger; H. Banman, of Lehigh, for A. B. Shelly; and A. Quiring, of Newton, for Gerhard Vogt. The men so selected had frequent occasion to serve in their capacity as alternates. Five non-Mennonites were elected to honorary membership in the board with the privilege of attending board meetings upon invitation.

Directly following the meeting of the Corporation, the newly elected board held a session which continued over into the next day, October 13. It organized by electing J. J. Krehbiel as president, D. Goerz, secretary, and B. Warkentin, treasurer. It also elected a new building committee, consisting of B. Warkentin, J. J. Krehbiel, H. H. Ewert, J. R. Toews, and D. C. Ruth. A new auditing committee, consisting of J. R. Toews, Gustav Harder, and H. H. Ewert, was also elected. The tasks confronting the new board were many and difficult. There was no wealthy patron whose lavish hand would supply the new board with the necessary funds; it would rather have to depend upon the widow's mite, in a great measure at least. It would not find a group of college- or university-trained men to advise them or to draw upon for a faculty. There was no old, established Mennonite institution in either Europe or America to serve as a precedent or to set a pattern; it would just have to "feel its way" as best it could. There was no enthusiastic, unified constituency, eager to support the enterprise. No ripened field was ready to be harvested, the new board would have to plow the ground, sow the seed, and cultivate the field. They would sow; others would reap; they would labor, and let others enter into their labors.

C. A Five-Year Delay

The first and foremost task of the new board was to continue the building operations as the larger hopes and opportunities that were bound up in the new enterprise could not be realized before the completion of at least a portion of the new building. Already the new board found itself in debt in the amount of \$3,000 because of a loan that had been made to complete the basement of the College building in time for the cornerstone laying.

1. *Financial Efforts.*—Various plans for raising the amounts required to pay this debt and continue work on the building were suggested and tried in the course of its erection. To pay off the debt already incurred, the board authorized the sale of College lots at not less than one-third

of their appraised value until the debt was paid. Thereafter the lots were to be sold for not less than two-thirds of their appraised value. These lots had been appraised by a committee of the board in 1888. The sale of building lots failed to bring in any considerable sums for building purposes. Special agents were appointed by the board to collect the money subscribed in the original Newton offer, but the results here, too, fell short of expectations.

The experience of the board demonstrated very clearly that personal solicitation was the most satisfactory method of raising funds for the enterprise. This method provided opportunity to present the cause to the individual in person and thus to clear up misunderstandings and overcome prejudices which so often stand in the way of success of even the most worthy enterprise. Then, too, no written communication, no general appeal to a multitude can take the place of the personal touch, the direct contact of mind with mind in any effort to win people to the support of a cause. We find frequent resolutions in the minutes of the board as well as of the Corporation authorizing solicitation in the churches for both the building and endowment funds. The appeals thus made were manifold and widespread; they were made to all sorts of persons and in all sorts of places.

At times, the building fund was stressed in these appeals and then again the endowment fund was emphasized more strongly. The individual contributions varied widely. The record shows gifts as small as fifty cents and donations of a thousand or more dollars, though donations of the latter size were the rare exception. It was felt that many small gifts were more desirable than a few large ones, as these would enlist the interest of a larger number. This principle has been adhered to steadfastly throughout the history of Bethel College. Most of the work of personal solicitation was done by D. Goerz though occasionally others, both from within and without the board, were drafted to assist in the work. A complete list of the donors from the very beginning is found in the business office of Bethel College.

In 1888, the board published two pamphlets entitled respectively, *Special Funds A* and *Special Funds B*.²¹ Each of these pamphlets listed twenty-five funds to which contributions were invited. *Special Funds A* enumerated funds for endowing faculty or departmental chairs, such as Bible, theology, German, music, science, special lectures, and others. *Special Funds B* similarly enumerated special funds for chapel, library, classrooms, physical training, museum, equipment and collections, campus improvement, student homes, faculty homes. Anyone who could not find a suitable fund for his purpose in these lists was invited to launch another "special fund."

Doubtless, these lists had their value in giving the constituency a clearer picture of the project they were asked to support and in prepar-

ing the ground for later and more intensive work of solicitation, but financially the results seem to have been of only minor importance.

a. *The Bethel College Building Association.*—Other plans intended to help the building fund were used with more or less success. Money was loaned from the endowment fund and later repaid from the sale of lots. About \$8,700 was realized in this way. Donors who had made cash subscriptions payable in installments were urged to pay in full, if possible. However, little seems to have come of this suggestion. The formation of a "syndicate," which would buy the land donated to the College, thus making this money immediately available, was another suggestion. This land, it was thought, could be subdivided into lots and sold later at a possible advance in price and thus be made to yield a profit to the investors.²² The suggestion was never carried out, though it seems to have been the germ which later grew into the Bethel College Building Association.

The formation of this Association was formally authorized by the Fifth Annual Meeting of the Corporation in October, 1892. It took out a charter which was filed with the Secretary of State of Kansas, on November 4, 1892. Its directors were D. Goerz, J. J. Krehbiel, A. Quiring, H. Suderman, Jr., and C. F. Claassen. Its capital stock was not to exceed \$10,000. It sold certificates of stock at \$10 each and the money thus obtained was loaned to the Bethel College Building Fund without interest. These certificates were redeemable within ten years as money came in from the sale of College lots. The Association would cease operating in ten years and surrender its charter. None of the stock was to be sold to persons not members of the Association, and the College authorities could buy up the stock at a figure not exceeding its par value. Approximately 120 acres of land owned by the College were offered as security for the stock in the Association.²³

If, at the end of the ten years, the certificates were not entirely redeemed, the holders were to have a lien on the unsold lots. If the value of such lots did not equal the value of the certificates still outstanding, the loss would be absorbed by the holders of the certificates. If, on the other hand, the value of the unsold lots exceeded the value of the certificates still outstanding, Bethel College, and not the holders of the certificates, was to be entitled to the surplus.²⁴ According to the record²⁵ seventy-three persons bought from one to five shares each in the association within a period of five months from its formation, at which time the record ceases. The amount realized in this way was not large, \$1,210, but it helped the building program that much.

In spite of all these efforts to secure necessary funds, advances of money on notes signed by the officers of the board were necessary from time to time to continue building operations.²⁶ A handicap of the building fund was the fact that at first no membership-certificates in the Cor-

poration were issued for building fund contributions. In 1890 the board of directors began issuing such membership certificates on the same basis as for contributions to the endowment fund. This was apparently a violation of the charter, but the action was approved by the Corporation at its Third Annual Meeting, December 30, 1890.

b. *The Endowment Fund.*—While much of the time and interest of the board was taken up with the building fund the endowment fund was not neglected. The lesson taught by the Halstead Seminary in this respect was not forgotten. The amount of this fund had been set at \$50,000 before school would be opened, and the securing of this sum was thus just as essential as was the completion of the building. Contributions to the endowment fund were much more readily obtained than to the building fund; for while the latter required actual cash, the former could accept obligations of various kinds, provided they could be considered safe; though, of course, here, too, cash contributions were the most desirable. Contributions to the endowment fund took the form largely of personal notes, signed by the subscribers to the fund.

These notes were of several kinds. Perhaps the most common one was the interest-bearing note which did not become due so long as the interest on it was paid promptly but which became due and payable upon failure to pay any interest installment. These notes could be paid off at any time. Another form of note provided for regular annual contributions to the current expense fund; failure to pay any installment when due made such installment interest bearing until paid. Still another form was the non-interest-bearing note which was payable after the official opening of Bethel College; if not paid when due, it, too, would begin to draw interest.

The story of these notes forms an interesting, though not always favorable, comment upon human nature. The several different kinds of notes tended to make for confusion. Payments on the notes were made largely through local representatives in the various communities; and, while this may in some respects have lightened the burden of the main office, it proved a fruitful source of misunderstanding and dissatisfaction. On the whole, however, the plan may be regarded as having been reasonably successful.

The financial status of the Corporation at intervals during the years under consideration is shown by the following figures:

December 1, 1888 ²⁷	
Endowment Fund	\$31,122.00
Building Fund (Round Figures).....	15,000.00
Subscribed for Building Fund.....	2,000.00
Expenditures for Building Fund.....	15,000.00
December 30, 1890 ²⁸	
Endowment Fund.....	\$44,656.00
Building Fund.....	17,241.35

December 15, 1891 ²⁹	
Endowment Fund	\$57,710.00
Building Fund	22,304.40
Fifth Annual Report, 1891-1892	
Endowment Fund	\$61,860.00
Building Fund.....	24,758.13
Seventh Annual Report, 1893-1894, (the opening year of Bethel College:)	
Endowment Fund	\$68,181.00
Building Fund	25,277.58
Subscriptions to Building Fund not yet paid....	7,182.00
TOTAL.....	\$100,640.58

2. *The Field Limited.*—The average Mennonite was not averse to elementary education; perhaps he could even see the necessity of a school for the preparation of teachers and church workers, like the Halstead Seminary with its predominantly religious tone and purpose. A full, four-year college, with its “worldly” branches and many other “worldly” activities, however, was something not for Mennonites.

The published annual reports of the board of directors take full cognizance of this situation. In these reports and in the correspondence of the board, arguments in support of higher education are found over and over again. The desire to know is God-given; parents should not begrudge their children a better education than they themselves had opportunity to acquire; many blessings have come to the church through men with higher education; good schools make for loyalty to the church; they constitute a unifying influence among the churches; Mennonites have received much benefit from the higher educational institutions of other denominations; higher education is possible within the framework of a Christian college; Mennonite youth will seek to quench their thirst for knowledge elsewhere if their own church fails to supply this need. Such arguments are common in reports and correspondence of the board.

The board, if it would remain true to the original plans and purposes of Bethel College, must remain cognizant of the fact that the institution was to serve, not just a local or a limited constituency, but the Mennonite Church of North America. Under the circumstances, the board confined its activities largely to the group in which the enterprise had its inception, the General Conference Mennonites. Because of its heterogeneous historical and cultural background, even this smaller group was very much in need of a unifying influence. Held together only loosely by the bonds of Mennonitism, even this smaller group needed an additional and stronger bond to bring it to the point of united action and to augment its strength to a point where it would really count in the work of the Kingdom of God. The new educational enterprise, it was hoped, would supply this bond. The new board of directors thus sought

to maintain close relations with Mennonite communities of the eastern and northern United States.

The first published reference to the new Bethel College which brought the matter to the attention of Mennonites beyond the borders of Kansas is contained in a brief editorial in the *Christlicher Bundesbote* of May 15, 1887, which merely states that according to a report in the Newton daily paper of April 29, the "Mennonite educational institution" is to be transferred to Newton, the reference being to the Halstead Seminary.

Other occasional references to the new institution that was beginning to take shape in the West are found in other Mennonite publications; but, excepting on special occasions such as the laying of the cornerstone, the new project was at no time highly publicized through the press.

The cause was presented to Mennonite groups over the country mostly through personal visits by members of the board of directors. Such a visit to the East by D. Goerz in 1889 has already been mentioned. These visits were, in general, quite successful in creating interest in and goodwill toward the new enterprise. Financially, too, they proved very much worth while. A study of the membership of the Corporation reveals a surprisingly large percentage of the members of the early years to have been from outside of Kansas. The contributions, too, especially to the endowment fund, were quite liberal. An opinion of one such visit, that of D. Goerz mentioned above, was expressed in a humorous way by a correspondent from an eastern congregation. He says that the visit of Reverend Goerz will long be recalled to our memories, "especially when the interest on our pledges comes due."

The support thus given the proposed new institution by individuals and congregations outside of Kansas was given recognition at the first annual meeting of the Corporation in 1888 by the election of four of the nine members of the board of directors from states other than Kansas. The following resolution adopted by the Middle District Conference at its regular meeting in Ohio in October, 1889, shows the favorable attitude toward the new enterprise taken by the eastern Mennonite congregations at the time:

We call the attention of all Conference churches to the Bethel College which is being established in Newton, Kansas, in which brethren from the East as well as from the West have actively participated. We recommend this school because according to its statutes it promises to become a Mennonite school which will aim to serve the needs of our churches, and which is ready as soon as, and as far as the Mennonite Conferences participate in it, to place itself at the disposal of the General Conference.³⁰

For some years the prospect that Bethel College would become the educational center of at least the General Conference group of Mennonites seemed quite promising. Soon, however, voices were heard, especially in eastern Mennonite communities, agitating for a school of their own nearer home.

3. *Bethel College and the Halstead Seminary.*—Another problem that stared the new board in the face from the very beginning was the lack of clarity in the relation of the new institution to the Halstead Seminary. True, a statement covering this point was included in the resolutions adopted by the special session of the Kansas Conference in 1887, authorizing the formation of the Bethel College Corporation. However, doubt seems to have existed in the minds of some from the very beginning, as to the practicability of the relation contemplated in that resolution.

What may have been a faint suspicion at first seems gradually to have ripened into a deep conviction, namely, that the new institution would not just supplement the Halstead Seminary, as originally set forth in the resolution, but that it would become its competitor, and not only supplement, but would eventually supplant it. The Halstead school had its warm friends, who were willing to support the new enterprise insofar as it did not jeopardize the existence of the older institution. Once it began to appear that the older institution might have to be sacrificed for the new, their support became lukewarm or was withheld entirely.

Just what was to be the scope of the new institution? Was it to be a full four-year college with all that this implies? If so, was the time ripe for such an undertaking? Was a reasonable number of students in prospect to warrant establishing such an institution? Would the school also offer a preparatory course? If so, what effect would this duplication have upon the Halstead school? An overlapping of curricula would necessarily lead to competition in student solicitation. Or, could the field from which the students were to be drawn be so divided that neither school would encroach upon the other's territory in student solicitation? What of the relation between two institutions situated so near each other trying to serve the same constituency, but controlled by different agencies—the one by the Conference, the other by a private corporation? What of the additional financial burden thrown upon the constituency by this step? Did not the history of both the Wadsworth and the Halstead schools raise the red flag of danger on this point?

Doubtless, most of the delegates failed to see the many implications of the problem of which they disposed by merely adopting a set of resolutions, little suspecting what difficulties lay in the path they proposed to follow. At this distance it is impossible to analyze the state of mind of the delegates at the time. Perhaps there were as many "states" as there were "minds," or perhaps it was mostly a "state" of confusion.

A variety of possibilities suggest themselves in explanation of the failure of the Conference to discuss the question more fully. There was first of all the lack of time. The question of accepting or rejecting the Newton offer had to be decided at once. Perhaps the leaders were convinced that the step contemplated was the *sine qua non* of the future

growth and welfare of the Mennonite church; and, if taking this step involved the eventual closing of the Halstead school, it could be justified by the necessities of the situation; by the argument that a lesser good must give way to a greater. In any event the relation of the new Bethel College to the Halstead Seminary was a source of misunderstanding. The confusion arising out of the situation reacted unfavorably upon both of the institutions involved.

Accordingly, at the Eleventh Kansas Conference in Alexanderwohl in October, 1887, only six months after the special session which had authorized the formation of the Bethel College Corporation, a committee was appointed to submit a report on the relation between the proposed Bethel College and the Halstead Seminary. The committee, consisting of C. Krehbiel, H. Richert, and D. Goerz, submitted the following report:

The Eleventh Kansas Conference confirms the resolutions of the special session of the Tenth Kansas Conference of April 28, 1887, regarding the relation of the Halstead Seminary to the proposed Bethel College, and adds the following clarification to these resolutions:

Neither the Conference as such nor the Conference congregations as such, undertake any financial obligations towards the new institution by giving their consent to its establishment; neither do they consider themselves relieved thereby of any obligations towards the Halstead Seminary. The Conference while taking no financial responsibilities, nevertheless, gladly permits the establishment of the Bethel College Association, which assumes full responsibility for it. Though distinct and separate, they do not stand in opposition to, but rather supplement each other, working in a common cause, i.e., the promotion of education in our congregations in accordance with the cardinal points of our faith, and the fostering and cultivation of the Christian life and faith within and beyond our immediate circles.³¹

This report was adopted by the Conference. The catalog of the Halstead Seminary of 1887 also contains a statement covering this point.

The rapid progress of the Seminary has so greatly aroused and promoted interest in higher Christian education in Mennonite congregations, that an association of friends of education has been formed, which, by the establishment of Bethel College at Newton, Kansas, desires to offer the growing generation an opportunity to obtain an education that is in accord with the needs of our time. By Conference resolution the Halstead Seminary is to stand in closest relation to this College by working hand in hand with it as its preparatory school.

The Board of Directors of Bethel College could not maintain an attitude of indifference toward a question so vitally important to its project. In its report to the Second Annual Corporation Meeting in December, 1889, it included the following significant statement, which seems to imply the existence of considerable tension in the situation:

Bethel College is not seeking to play itself up as a Mennonite (Conference) Institution, in order thereby to throw dust in people's eyes; but the enterprise, as already expressed in the first annual report, is for the present a Mennonite private undertaking, and can become a Conference matter only when the Conference itself so wishes and so indicates by its action.³²

These attempts at clarification of the relation between the two schools failed, however, to bridge the chasm. If anything, it seemed to accentuate the conflict, especially since events were rapidly shaping up in such a way as to make the closing of the Halstead school a foregone conclusion. The Corporation was in fact driving steadily in the direction of giving Bethel College a clear field. In 1889, the School Committee of the Kansas Conference was looking for a successor to H. O. Kruse in the Halstead school. The Second Annual Corporation meeting held in December of that year recommended to C. H. Wedel, then an instructor in the Bloomfield, New Jersey, Theological Seminary, that he accept temporarily the position in Halstead if it were offered him; "temporarily," since he was to be given a call to Bethel College as instructor in Bible when the latter opened its doors. The case of G. A. Haury, who had been called to the Halstead school in 1892, was similar; he, too, was to be transferred to Bethel College at the end of the year.

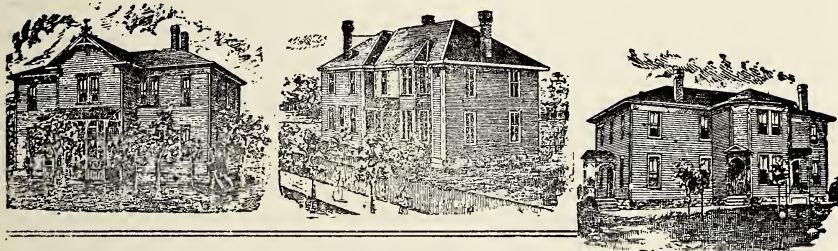
The Fourth Annual Corporation meeting in December, 1891, made provision for the possible opening of Bethel College in the fall of 1892, by authorizing the board to employ instructors, provide for a curriculum, and "make any agreements with the Halstead school for taking over its academic work, and acquiring its fixtures"; acting in each case in accordance with its own best judgment. The fixtures being the property of the Conference, the Corporation would offer the Conference scholarships in exchange for them on terms mutually agreeable. The reader will recall that the First Western District Conference had decided in October, 1892, to close the Halstead school and to entrust the educational work of the Conference to the Bethel College Corporation. This decision was small consolation to the friends of the Halstead school.

In its *Fifth Annual Report* (1891-1892) the board gives expression to its feeling of satisfaction for "the great confidence of the Western District Conference in Bethel College" as manifested by its decision to close the Halstead Seminary, thus making Bethel College the rightful successor of the Halstead Seminary and for offering the fixtures of that school free as a loan to Bethel College. By this time, most of the friends of the Halstead institution had come to regard it as having fulfilled its mission and were ready to transfer their loyalty and support to the new institution with its greater vigor and greater promise for the future. A small but influential group of friends, however, could not become reconciled to the new situation and the aftermath continued to be felt for some years.

In May, 1893, the buildings of the Halstead school were offered for sale at public auction by the owners, the Halstead College Association. Bethel College already held a large interest in these buildings since owners of shares in the Association had already transferred more than one-half of their interest in them to Bethel College as a donation.³³

The buildings were purchased by the Bethel College board for \$2,550, which was less than one-third of their original cost. At the same time the trustees of the Western District Conference offered the fixtures of the school for sale, apparently also to the Bethel College board. The board, however, failed to purchase these because of their much-worn condition. It did, however, avail itself of the offer of the Conference to use the fixtures free of charge until they could be sold.³⁴

The Second Western District Conference meeting in 1893 decided to sell the fixtures as advantageously as possible. It also authorized the trustees to call for free-will offerings by the congregations for the purpose of liquidating the debt on the Seminary. References are made to the debt of the Halstead Seminary in a few later reports of the Conference trustees. The treasurer of the Seminary reported to the Third Western District Conference in November, 1894, that a debt of \$176.07 still rested on the school. This debt was paid by the Conference trustees out of the funds received from the sale of such of the Halstead Seminary buildings as were owned by the Conference.³⁵ This liquidation of the debt apparently was the closing chapter of that institution.



HALSTEAD SEMINARY BUILDINGS

These buildings served Halstead Seminary. In 1893 they were moved to Bethel College. *Left:* Students Home, dismantled to make room for Memorial Hall. *Center:* Dining Hall, later Maple Hall, moved west of highway to serve as music hall and make room for Library. *Right:* Western Home, still standing west of Memorial Hall.

Three of the five buildings purchased were moved to the Bethel College campus the same year, where they were re-erected as a men's dormitory and a combined ladies' dormitory and boarding hall. A year later in June, 1894, the remaining two buildings were moved to the Bethel College campus, where they helped to relieve a greatly congested dormitory situation. The five frame structures thus acquired were rebuilt into three buildings and were placed in a row on the north side of the road which leads directly west from the Main Building. They were called Boarding Hall, Students' Home, and Western Home, respectively. In the course of the years they underwent considerable remodeling and are gradually being replaced by modern and more permanent structures.

4. *Growth of the Corporation.*—During the more than six years that elapsed between the organization of the Corporation and the opening

of Bethel College the Corporation had a steady though somewhat irregular growth, as shown by the following table:

<i>Date</i>	<i>Membership</i>	<i>Number of Votes</i>
May 11, 1887 ³⁶	30	----
October 12, 1888 ³⁷	130	249
December 21, 1889.....	149	364
December 30, 1890.....	279	469
December 15, 1891.....	424	618
October 6, 1892.....	485	702
September 21, 1893 ³⁸	554	800

Unless otherwise specified, dates are those of the Annual Corporation meetings.

All of the thirty original Mennonite charter members hailed from Kansas. The *Third Annual Report to the Corporation* (1889-1890) shows a membership distributed over thirteen states. One-third of these were residents of Kansas. Only a year later, in December, 1891, the *membership* from Kansas constituted slightly more than fifty per cent of the total.³⁹ On December 30, 1890, fifty per cent of the total number of votes in the Corporation was from Kansas; on December 15, 1891, the latter figures had risen to 56 per cent. The *Seventh Annual Report* (1893-1894) shows two foreign countries, Canada and Germany, also represented in the membership of the Corporation.

Attendance at the annual meetings was generally adequate for the transaction of all ordinary business, a majority of the total number of registered voters of the Corporation constituting a quorum. The minutes of the board meetings held during the year were quite generally read at these meetings. In some of the earlier meetings of the Corporation, the votes of absent members apparently were assigned by the chairman of the meeting to a committee.⁴⁰ The practice seems, however, not to have been carried out consistently, and its legality may well be questioned. For some years, the eastern congregations maintained their interest in Bethel College. The attendance of members from Ohio, Pennsylvania, Indiana, and Iowa is referred to repeatedly in the minutes of the early Corporation meetings.

As may be inferred from the distribution of the membership of the Corporation, the contributions by states varied greatly—Kansas, of course, leading in contributions as in membership. In 1893, the contributions from Kansas to the Bethel College enterprise were 57 per cent of the total, distributed as follows: 59 per cent of the endowment fund and 53 per cent of the building fund were credited to Kansas;⁴¹ Ohio ranked second and Pennsylvania third in the total amount of their contributions, the amounts ranging downward from nearly 13 per cent to a mere fraction of 1 per cent from the states outside of Kansas.⁴²

5. *The Campus Enlarged.*—The land donated to Bethel College as a building site was located on the Southeast Quarter of Section 5, Town-

ship 23 South, Range 1 East of the Sixth Principal Meridian. It consisted of twenty acres of open prairie. Its location some distance out of Newton made it but a matter of time when a little village would grow up in the neighborhood with the College buildings as a nucleus.

Plans for such a settlement early drew the attention of the board. It soon became evident that a mere twenty acres would be inadequate. The board of directors accordingly decided, if possible, to return the deed for the twenty acres to the donor and obtain one for forty acres in the southwest corner of the one hundred sixty acres on which Bethel College stands and to purchase the additional twenty acres thereof as cheaply as possible.⁴³ The transaction was carried out, the board paying \$1,200 for the additional twenty acres. The College now owned forty acres in a compact plot. Of the forty acres thus acquired ten were set aside for a College campus proper, i.e., for College buildings, and the remaining thirty acres were to be laid out in streets and in private building lots.⁴⁴

It appears from somewhat incomplete correspondence that it was planned as early as 1892 to name the new village "Bethel." However, some five years earlier, a small municipality had been organized under that name in the eastern part of the state. Efforts to induce that little hamlet to relinquish its name in favor of the more recent arrival failed.⁴⁵ Early in 1893, D. Goerz and C. H. Wedel were requested by the board to select a name for the proposed new village and also to name its streets.⁴⁶ Apparently, the name selected was Hebron, as references are found to a plat for a projected town of that name, to be recorded in the office of the Register of Deeds of Harvey County.⁴⁷ However, an examination of the records in that office fails to reveal any record of such a plat, or the filing of the plat itself.

D. A Test of Faith

For a year and a half after the laying of the cornerstone the basement of the College building stood, seemingly forgotten, on the Kansas prairie, the haunt of birds and rabbits and other denizens of the prairie, *ein Denkmal echt Mennonitischer Dummheit* (a monument to real Mennonite stupidity), as some were pleased to call it. It was, however, not forgotten. Neither were the men on whom rested the responsibility for the enterprise to be discouraged or turned from their purpose by the jibes of the mockers and unbelievers. The faith that spurred them on may have faltered at times, but it could not be broken; the vision that lured them on may have become dimmed at times, but only to burst forth brighter and clearer than ever. With an enthusiasm and a determination that deserved better at the hands of some of their brethren, they continued the task they had begun in spite of indifference, of ridicule, and of opposition. The spirit that guided them, the power that sustained them

in these crucial years are described in the following extract from one of the board's annual reports:⁴⁸

With unwavering faith in God's help and His blessing, with unimpaired hope in the continued confidence and support of our brethren, and with undiminished love for the cause, let us continue to work in the coming year also, in accordance with our motto: In the Name of God, ever Onward.

Bethel College was not the only institution to sail such stormy seas. Fairmount College in Wichita, which was in process of erection about the same time, was offered⁴⁹ to the State of Kansas for a normal school because of a rather large debt, though its property was valued at nearly four times the debt. Failing in this direction the building and ten acres of land unencumbered were offered to Bethel College for \$10,000 in cash, although nearly \$50,000 had already been expended on the building.⁵⁰ There the matter ended.

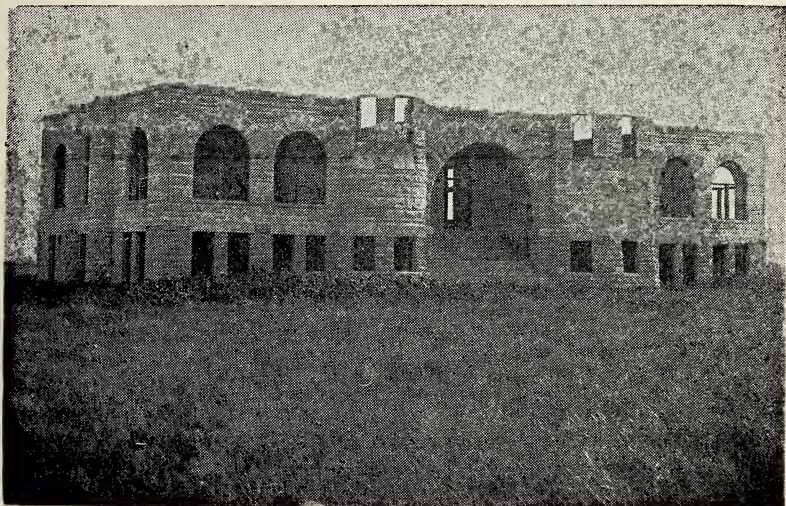
There were also voices that spoke in a different strain; voices of hope, confidence, and of encouragement; these were doubly effective by contrast with the sneers of the critics. In fact, the great bulk of the early correspondence is permeated by such a fine spirit that one can hardly help wondering on what grounds anyone could make opposition to the enterprise. Extracts from a few such letters are published in the *Dritter Jahresbericht des Bethel College Direktoriums, 1889-90*. Even a casual perusal of these letters reveals the solid foundation on which the leaders based their hopes of success.

Such letters were not only confined to interested Mennonites. In May, 1890, a young lawyer of Newton, a non-Mennonite, wrote a most admirable letter of appreciation to D. Goerz expressing his interest in and good wishes for the efforts of the Mennonites in the field of higher education. This encouragement also sometimes took a more tangible form than mere words of appreciation. Thus in 1887, Bethel College received through a non-Mennonite a contribution of \$1,000 to the endowment fund and of \$314 to the building fund from an anonymous source.⁵¹ It was this latter contribution which brought the building fund above the minimum set by the board for continuing certain building operations and thus enabled these operations to continue.

1. *Building Operations Resumed and Completed.*—The Second Annual Corporation meeting in 1889 authorized the continuation of building operations as conditions would permit. The question of the time when Bethel College would open its doors was constantly kept in the foreground by the friends and supporters of the enterprise. For a time the board debated between continuing construction of the entire building as far as funds would permit or carrying only one wing to completion.⁵² Fortunately, the wiser counsel prevailed. The board decided to continue construction over the entire basement.

The original plans for the building were changed materially. One

entire story was cut off, the spire was abandoned, and the number of main entrances reduced from two to one. It was estimated that this would reduce the cost of the building from \$50,000 to \$35,000. The board proceeded with great caution in its plans for further construction of the building. In November, 1889, it instructed the architect to make an estimate of the cost of bringing the building, or a part of it, under roof.⁵³ If such estimate would not exceed the sum of \$20,000, the taking of subscriptions to the building fund in the form of notes was to be continued; but these notes were not to become due until the full amount of \$20,000 had been subscribed. Evidently the plan worked out successfully, as building operations were resumed in 1890 after twenty-one months' cessation; and in December of 1890, the walls were completed to the window sills of the second or final story.⁵⁴



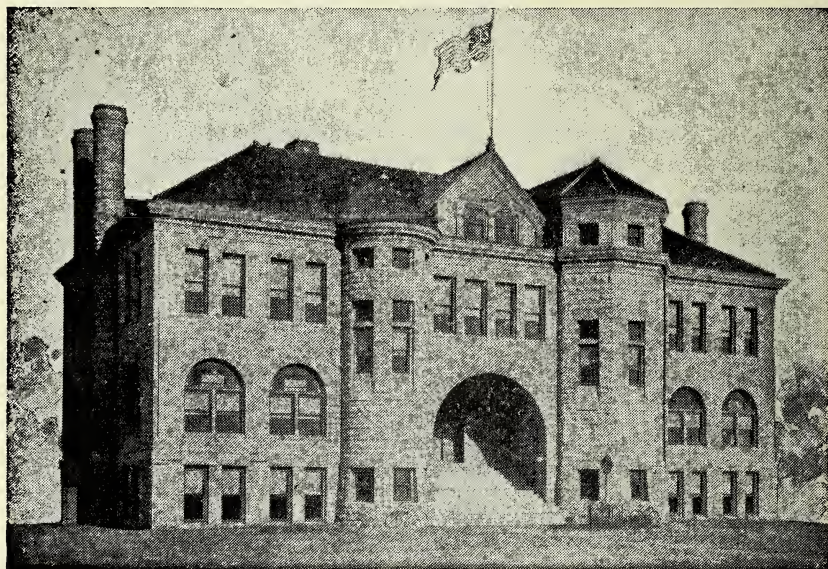
MAIN BUILDING IN PROCESS OF CONSTRUCTION

In December, 1891, it was hoped to have the building under roof by the following spring.⁵⁵ Considerable additional funds would be needed for doors, windows, and other details to complete the interior of the building. Much interest was shown by the constituency in the progress of the building, and the question, "When will Bethel College open its doors?" became more and more persistent. There was, of course, only one answer possible, namely: "As soon as sufficient funds are available to complete the building."

Apparently the board had some hopes that school could be opened in the fall of 1892. D. Goerz had secured about \$2,000 on a recent trip; and, if sufficient funds could not be secured to complete the entire building by that time, it was planned to complete a part of the building and open school with only the preparatory department in operation.

"Bethel College is slow but sure. There will be no debts to take it away when it is completed" was the comment of the *Newton Daily Republican* on this action of the board.⁵⁶

Contracts for the carpenter and the tin work in the building were let in January, 1892, and the masonry work was completed in May, 1892. However, funds failing to materialize in sufficient amounts to have the



BETHEL COLLEGE MAIN BUILDING

Immediately after its completion—A monument that seems to have grown out of the barren prairies.

building ready by the fall of 1892, the auspicious event had to await the vicissitudes of another year. Even with the additional year's time, work on the building seems to have proceeded so slowly that only two months previous to September 20, 1893, the date set for the opening of school, it seemed impossible to have the building ready in time. "Carpenters, plasterers, painters are almost stepping on each other's heels" was the comment of the *Bundesbote* in describing the progress of the work.⁵⁷ The Main Building was insured in August, 1893, against fire hazards to the amount of \$20,000. Even though neither the Main Building nor the Boarding Hall were quite ready, nevertheless the dedicatory services were held and school opened as planned on September 20, 1893.

THE STORY OF BETHEL COLLEGE

Part II

PIONEER YEARS AT BETHEL COLLEGE

INTRODUCTION TO PART II PIONEER YEARS AT BETHEL COLLEGE (1893-1911, 18 years)

In Part I consideration was given to the "General Background of Bethel College," including the life and faith of its Mennonite constituency; educational efforts as they found expression in schools at Wadsworth, Emmatal, and Halstead preceding Bethel College, and the six-year "Period of Transition" from Halstead to Bethel College. Part II deals with "Pioneer Years at Bethel College."

As a new institution it naturally took Bethel College some time to find its stride. In these early years many problems had to be faced and decisions made. Some of these decisions could only be made on something of an experimental basis subject to change if necessary. After a plant, with buildings and campus, was secured, an administration and faculty had to be arranged for, a curriculum worked out, a student body assembled, and problems of finances solved. In all this, ever growing needs and demands constantly had to be taken into consideration. With the varied cultural background of the constituency there naturally was a wide difference of opinion as to what methods should be employed, as well as to what the aims and objectives of the school should be, or even if Bethel College was needed or wanted at all. However, in these "Pioneer Years" it became increasingly clear that besides the Academy a college was also needed. But what kind of a college it should be had to be decided mainly in a later period. The chapter headings of Part II are: "The First Year of the C. H. Wedel Administration," "The First Decade," "The Later Years of the C. H. Wedel Administration," and "The First Administration of J. H. Langenwalter 1910-1911."

CHAPTER V

THE FIRST YEAR

OF THE C. H. WEDEL ADMINISTRATION

A. The New Administration and Faculty

During the preceding years the question of employing a competent faculty for the new school was never completely lost sight of, though it remained more or less in the background until 1892 when the question of the actual opening of Bethel College forced it into the foreground.

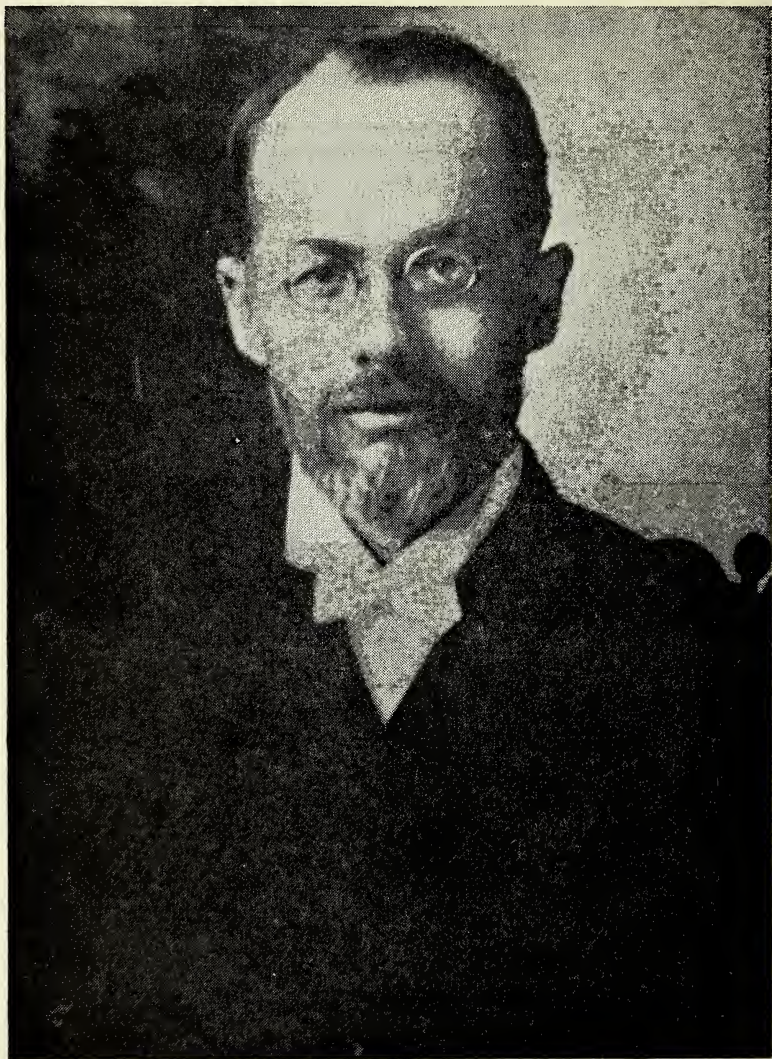
1. *C. H. Wedel, First President.*—To find a head for the institution took some time. Reverend A. S. Shelly, of Pennsylvania, was given a call to the presidency of the institution. The correspondence shows how agonizingly difficult the decision was for him; but he finally declined. Dr. J. Taylor, of Mennonite ancestry and a frequent contributor to *The Mennonite*, highly educated and occupying an important educational position in New York, was considered for a time, but he was finally dropped. C. H. Wedel was then prevailed upon to accept the position, though he did so only with great reluctance.

C. H. Wedel was a graduate of McKendree College, Lebanon, Illinois, and of Bloomfield (New Jersey) Theological Seminary. He was a man of fine intellect and brilliant scholarship; but he found little joy in the details of administrative work. He is listed in the first official roster of the faculty as Principal, *pro tem*¹ implying that he accepted the position only temporarily, though in fact he held it until his death in 1910. He would have preferred the quiet and retired life of the scholar, for which his tastes and talents so excellently fitted him, but he yielded to the urgent request of the board of directors to become the first administrative head of the new institution. Being passionately devoted to his field of biblical studies, he was able to inspire his students with his own enthusiasm and love of learning.

His letter of acceptance² of the call to Bethel College is perhaps the best index to the principles that governed his life. In it he says that his greatest joy is to instruct youth in the truths of the Bible, and his greatest satisfaction to direct them to the Source of Highest Wisdom. He continues: "Much, very much of the whole future progress of our denomination, its holding fast to the doctrines of our fathers and the healthy growth of our congregations in general will depend upon the instruction on which the young people are nurtured"; and he pleads most earnestly for intercession in his behalf before the Throne of Grace. He calls himself "not an

idealist" in educational matters, but rather as in favor of meeting the practical needs of our people, and expresses a decided preference for literary work in college.³

His ideal of a higher Mennonite educational institution was not that



C. H. WEDEL, PRESIDENT OF BETHEL COLLEGE 1893-1910

of a modern four-year college, but rather that of a small school of seventy-five to one hundred students who would prepare themselves for the teaching and the religious work that our Mennonite congregations needed.

His idea of an educational setup for the Mennonite church included: (1) Parochial schools of at least three months' duration each year in all Mennonite congregations for children up to fourteen years of age. (2) The teachers of these schools to receive their training in our own Mennonite institutions of higher learning, who should qualify to teach the district—as well as the parochial schools. (3) A higher educational institution in which our teacher-candidates and our youth in general could master the elementary work thoroughly and then go on to the acquisition of more advanced knowledge.⁴ It is not entirely clear just what the reference to a "higher educational institution" and the "acquisition of more advanced knowledge" is intended to imply. His views on the educational needs of the Mennonites harmonized quite closely with the views of the majority of those who favored more than just a rudimentary education for the growing generation, but they do not seem to have been quite in line with some of the more advanced thinkers in this field whose plans envisioned an institution of broad, general training as well as one that ministered to the elementary needs, both secular and religious, of the Mennonite people. He was a very popular and successful classroom teacher. His great learning won the respect and admiration of every one in his classes, although it was never displayed ostentatiously. He was interested in research and became the author of a number of volumes on Mennonite history and other religious subjects.

2. *Other Faculty Members.*—Some difficulty was experienced in securing a teacher of mathematics and natural sciences. B. A. Lehman, of Indiana, was finally engaged for this position. H. D. Penner, from Hillsboro, Kansas, was secured as instructor in the elementary branches, both English and German; and B. F. Welty, of Indiana, was engaged as instructor in vocal and instrumental music. These men together with D. Goertz as business manager constituted the first faculty of Bethel College.

G. A. Haury, who had served at the Halstead school, was a man of keen intellect and strong personality. His interests were widespread and his appreciation included practically all the fields of knowledge. His educational preparation was somewhat limited, including only two years of college work at the University of Kansas, but wide reading and varied interests gave him a broad outlook upon life and made him a strong influence in the faculty, a successful classroom teacher, and a loved and highly respected personality to all who knew him. His thirty-three years of service at Bethel College left a lasting impress upon the institution.

B. A. Lehman was a graduate of a normal school. His letter of acceptance⁵ would mark him as a man of fine character, great humility, but possibly lacking somewhat in self-confidence. His connection with Bethel College ceased with the close of the school year 1897.

H. D. Penner had attended rural school and high school and was a thorough-going school man. He was largely self-educated and had been

a successful teacher previous to his coming to Bethel College. His, too, was a strong personality that made itself felt in much wider areas than just the four walls of the schoolroom.

B. F. Welty had completed a music course at Wooster College and had taken additional work under well-known music teachers. He was a man of pleasing personality, whose life was wrapped up in his work. He was much interested in photography and was a great lover of flowers. He traveled extensively but was not a man of robust health. After thirteen years of successful service in Bethel College, he was compelled to relinquish the work in 1906 because of ill health. He took up his residence on the West Coast but retained an active interest in Bethel College until his death in 1925.

In the early months of the year 1893, several other matters pertaining to the opening of school were provided for, such as the election of a business manager, the appointment of a committee to select textbooks, also of another committee to fill any vacancies that might occur on the teaching staff, fixing the tuition, adoption of a curriculum, and outlining the duties of the business manager and the officers of the faculty. Reverend D. Goerz was elected as business manager for three years and was also called to assist in the regular Sunday services at the college. C. H. Wedel and D. Goerz were appointed a committee on textbooks, and these two with J. W. Regier were appointed a committee to fill vacancies in the teaching staff.

B. Plant and Campus

During the summer months of 1893, Bethel College was a beehive of activity. When the opening date, September 20, 1893, arrived, the buildings were not quite completed. Principal C. H. Wedel moved into temporary quarters in the Main Building early in September, but states in a correspondence: "We made our first tea in the open,"⁶ and again: "Because of the continued hammering and pounding, we hardly knew on some days where our head was." The boarding hall also was not ready on the opening day; and, for some days after the opening of school, students took their meals at a restaurant in town. The cost of the Main Building when finally completed was a little over \$37,000.

1. *Dedication of the New Building.*—The dedicatory services were held on the day set, Wednesday, September 20, 1893. It was a rather stormy day, but a large crowd, estimated at one thousand persons was present. They had come from distances of thirty miles and more to share in the festivities. Probably all the emotions of which the human breast is capable were represented, but a cross section of the feelings of the gathering would doubtless have shown the prevalence of a feeling of gratitude and hopefulness.

A large tent had been erected south of the Main Building, in which

preliminary services were held. The address of welcome was given by Abr. Ratzlaff. The main entrance steps were occupied by the members of the board and the contractor, D. Funk. The latter delivered the keys of the building to the president of the board, J. J. Krehbiel, who led the assemblage into the chapel. Here J. R. Toews welcomed all to "Bethel, the House of God." He pointed out especially that the building was constructed according to our own needs and plans and expressed the hope that it would become "a unifying influence among us." The dedicatory services were led by D. Gaeddert. He emphasized the difficulties with which the enterprise had to contend, the Lord's leading in it, and alluded to Jacob's dream at "Bethel" and its final realization. S. M. Davis, of Newton, who had spoken at the cornerstone laying six years earlier, again spoke on behalf of the Newton Ministerial Association. He expressed himself as especially pleased because Bethel College was to be a coeducational institution.

Several letters from absent friends of the school were read at the morning services. The building was open for public inspection during the noon hour. In the afternoon D. Goerz gave the main address. He compared the occasion to a ship on the sea of Gennesaret with Jesus Christ as commander and pilot. Also, he gave a retrospect of the educational efforts of the Mennonites. This address was followed by the formal transfer of school obligations to the faculty by the board. The members of the faculty were then introduced and Principal C. H. Wedel addressed a few words to the audience. He stated that he had not expected to occupy the position of principal, but pledged his best efforts in working for the success of the school. The number of students was announced as sixty with more in prospect.

In the evening the building was lighted up and the first student assembly met in the chapel. It was not an entirely new student group, for many of them had previously attended the Halstead Seminary; and it was not an entirely new faculty that confronted the student body. Of the five faculty members two, C. H. Wedel and G. A. Haury, had taught in the Halstead Seminary. Principal Wedel spoke to the students in his usual happy vein, giving them much sound advice on student life and activities, spiced with that fine sense of humor so characteristic of him.

He was followed by G. A. Haury, who spoke of the value of the different subjects in the curriculum, making a plea for the broadly cultural as against the purely utilitarian in education. B. A. Lehman, the new mathematics and science teacher, expressed his satisfaction at the promising outlook for the future. H. D. Penner, teacher of the elementary branches, contrasted the freedom in this country with the lack of it in Russia, from which country he and the parents of many of the students had come. Pointing to the American flag suspended in the rear of the

chapel, he said: "May God grant that that emblem of liberty may ever float over the land of the free and the true." B. F. Welty, instructor in music, spoke briefly on the importance of music in education and in life. Principal Wedel then read the rules governing student conduct. These will be referred to again later.

There were no representatives from other educational institutions present at the dedication. Doubtless, one reason for this was the still rather primitive mode of life of those days. Intercourse between the immigrants and the American population was carried on very largely on the plane of the material things of life. As yet, intellectually, they had but little in common; the language, too, formed a barrier. Then, too, their past history had taught the Mennonites the importance of keeping aloof from "entangling alliances," and keeping their counsels to themselves. It was the traditional Mennonite attitude.

However, the educational efforts of the Mennonites did not pass entirely unnoticed in non-Mennonite circles. A brief article in the *Bundesbote*⁷ quotes the *Reformierte Kirchenzeitung* as commending the educational efforts of the Mennonites in establishing Bethel College. It then goes on to say that the first year's growth proves the need for such a school among Mennonites, that a religious denomination must itself create the institutions necessary to maintain its distinctive characteristics, and that the wide distribution of the members of the board of directors—five states—shows that the Mennonites well realize that "in unity there is strength." It concludes: "May the blessing of God rest upon this unassuming and yet so thorough-going educational undertaking of these 'Silent in the Land'."

The dedication day may well be called another milestone in the history of Mennonite education. It meant that another step had been taken toward the realization of a dream that began sixteen years earlier at the first session of the Kansas Mennonite Conference in 1877.⁸ For the men who had carried the brunt of the burden these six and one-half years, who prayed and toiled and hoped with a devotion that was never fully understood or appreciated by the average Mennonite, it was an occasion for rejoicing. They now had the assurance that their labors had not been in vain. They had at least laid a foundation, and others could build upon it; they had planted a little seedling, and others could nurture it into a tree that could bear much fine fruit.

For Mennonite youth it meant that their own people had opened the door to the temple of learning a little wider for them, and that they could now drink a little more deeply at the fountain of knowledge. It would help to bind them a little more closely to the church which was providing these opportunities for them, and would make for a greater feeling of solidarity between the incoming and the outgoing generations. An additional link had been forged in a chain that was to bind Menno-

nite congregations together and thus make them a stronger factor in building the Kingdom of God.

Newton, too, regarded the event as very important. Some of the business houses were decorated for the occasion, and the city showed great interest in the exercises of the day. The *Newton Republican* was lavish in its expressions of appreciation and its description of the building.

The building can be seen for miles. In arrangement it is perfect. That a successful year is in store for Bethel College and a brilliant future, is assured by the very auspicious beginning. In later years when the college has become a large and influential institution, and has won fame and glory, the first day students will look back with pride to September 21, 1893. The citizens are loyal to the institution and will ever be ready to advertise it, and lend whatever assistance that is within their power. That the institution will grow and prosper in Newton, no one doubts.⁹

These and similar expressions characterize the descriptions of the event in the Newton paper. The relation between the College and the city of Newton apparently left little to be desired. Encouraging and appreciative comments are frequent in the Newton papers of that time. This has been the attitude of the local papers quite generally throughout the history of Bethel College.

2. *An Episode with the Flag*.—A bit of interesting history lies back of the flag referred to in connection with the dedicatory exercises. The flag was the gift of the Bell Club of Bethel College. This club was an organization of women, mostly from Newton, who collected money for a bell to be placed in the bell tower of the Main Building as it was originally planned. With the change of the plans of the building, the tower was abolished. The Bell Club, however, presented a United States flag to the College. As no flag staff had been erected as yet, the flag had been hung from the windows of the third story during the dedicatory exercises. D. Goerz acknowledged receipt of the flag on behalf of Bethel College in a letter which is preserved in the archives of Bethel College. This letter contains such a fine statement of the meaning of the flag to a peace-loving people, and breathes such a wholesome spirit of appreciation of the privileges and blessings our Country bestows upon its loyal citizens that it is given here in full.

Ladies of the Bethel College Bell Club:

It is with a sense of profound gratitude and true appreciation that I accept from you this very appropriate and welcome gift for Bethel College.

Permit me, however, to make a few remarks in regard to the flag. In the first place I look upon this flag as an emblem of liberty and freedom, of national unity and independence and of good will toward all loyal citizens of the United States rather than as a battle flag; and in order to better illustrate my appreciation of the privilege of living under the protection of the Stars and Stripes let me relate a singular incident which not long ago happened in Russia.

In one of the Settlements in the southern part of our old Fatherland it was found necessary to build a new church. A large building was erected, but when

our people were ready to dedicate the church, they could not obtain from the Government the permission to do so, and to this day that church building stands there with locked doors. It may be used for a cattle barn or any other purpose but not for a place of worship. And above all, the Russian Government did not even give a single reason for withholding permission to dedicate the church.

Now just imagine, how we would feel, if we were not allowed to dedicate Bethel College after the building is completed and the day for the dedication set.

But thank God that such things can only happen in Russia but never in our country of the free, and Bethel College will never be closed by such arbitrary rulings of a despotic government, as long as we are protected by the star-spangled banner.

And therefore, again, ladies, I thank you.

(Signed)

D. Goerz.

Later a flagstaff was erected over the Main Building, and for many years this flag floated proudly over the building on special occasions. The flagpole was moved to its present position in front of the Main Building in 1934.

3. *Description of the New Building.*—In view of the many changes that have been made in the building since that day, a description of the original building will be of interest to the reader. It will throw some light, too, on the educational progress made since that time. These changes have been confined mostly to the interior of the building.

Entering the main floor from the south, the visitor found himself in a hall eighteen by fifty feet. This hall has remained unchanged. To the east two doors led to four rooms occupying the entire east wing. These constituted the Principal's temporary quarters. They are now the offices of the president and business manager. Two doors at the west end of the hall led to temporary student quarters. These rooms now constitute the office of the dean of the College, the registrar, the dean of men and the director of teacher placement. To the north of this hall the large room, occupying the entire north wing, was intended as a meeting place for the literary societies. For many years this room was used also for the regular morning chapels and for students' devotional services. Later it served as the reading room of the library.

The arrangement of the rooms in the basement was similar to that on the first floor. The southwest basement room was used as the music room; it later housed the museum collections and then became a classroom. The basement also contained the hot-air heating plant, the space under the main entrance steps serving as storage for coal. The large room in the north wing of the basement was planned for a commercial department but this was not established until a few years later. This room together with the hall just south of it and the space under the main steps later housed the bookstacks of the library. The remaining rooms of the basement were used mostly as temporary student quarters. The business office of the college was at first located in the city of Newton, D.

Goerz having business connections in the city. It was moved to the south-east basement room in 1899.

The arrangement of rooms on the second floor was similar to that on the first floor, except for a small library room above the main entrance steps which together with the hall has since been incorporated in the chapel by the removal of the two partitions. Four classrooms and the chapel occupied the rest of this floor. An alcove at the north end of the chapel made provision for a pipe organ, although such an organ was not installed until nine years later. The colored windows in the chapel "composed of richly stained cathedral glass, artistically designed" were a source of pride and satisfaction to some, but to others they were just another indication that Bethel College had fallen into apostasy and was wandering after false gods. The attic now occupied by the art and dramatics departments remained unfinished.

The building was considered a model college building in that day; but in the light of modern educational requirements, it had its defects, notably the lack of adequate library, museum, office, and laboratory facilities. The remodelling of the interior of the building has been so extensive throughout the entire building that it may well serve as an index of the changes in educational ideals and practices that have taken place during the years.

By some the building was considered much too large ever to be completely utilized and some unfriendly criticism was made on that account. In view of the subsequent history of the College that idea would appear almost amusing. Yet such has been the history of every major addition to Bethel College since. There have always been men who lacked vision, who failed to understand, who were not ready to go beyond the immediate requirements of the moment; men who were ready to heap abuse and contumely upon those whose vision was clearer, whose insight was deeper, whose courage was more daring than their own. Such is the price of leadership; and, though contemporaries may rail and criticize, these men can well afford to await the judgment of the future. In the past, the history of Bethel College has in every case abundantly vindicated the judgment of these men.

4. *The Campus and Other Buildings.*—It was planned "to give the buildings and outlying grounds as fine an appearance as is presented by any college-site in the state. Trees and shrubs will be set out. Great efforts will be made that the college may become a beautiful place as well as a place of learning."¹⁰

Owing to the entire absence of homes on the campus at the opening of school, faculty members were quite widely dispersed over the landscape. The C. H. Wedel family and B. F. Welty lived in the Main Building; the G. A. Haury family lived in a large brick building about halfway between the College and the city of Newton. This building was torn down in 1941. B. A. Lehman lived at the Koppes home one-half mile

west of the College campus, and H. D. Penner made his home in town. Private building activities, however, began shortly on the College campus. D. Goerz built a home on the campus in 1893, and P. R. Voth built the *Schwyzzerhuesli* about the same time. The former served D. Goerz as a home until his death in 1914; it is now the property of the College. The latter was destroyed by fire in 1901 and was never rebuilt.

The campus was open prairie, bare of all trees, and the denizens of the prairies—rabbits, gophers, rattlesnakes—paid the newcomers many calls. Especially unwelcome were the visits of the rattlesnakes. It is a well-authenticated story that C. H. Wedel, coming down the steps of the Main Building one afternoon, saw a "stick" lying on the steps. As he stooped to pick it up—he was very nearsighted—it began to move, and he desisted. It was a rattlesnake basking in the sunshine of a hot summer afternoon. On another occasion a mother, looking out of the window, noticed one of the children gazing intently, almost as if in a trance, at something nearby. Hurrying out she found it looking at a snake, coiled and ready to strike, but arrived just in time to snatch the child away. Such experiences were just a part of the pioneer life and were not confined to the Bethel College campus; they were not uncommon on the farm, at school, or at church. It is to be regretted that the difficulties and dangers of our Mennonite pioneers are so imperfectly known to their descendants of today. A better understanding of these early experiences would make for a greater feeling of veneration for the past and a greater appreciation of the benefits of the present. Both would give added significance to life.

C. Student Life

1. *The Curriculum*.—The curriculum is perhaps the best index to what an institution is trying to do. The task of arranging the new curriculum fell to the lot of the principal, C. H. Wedel, which was approved by the board subject to such changes as might be agreed upon by the faculty.¹¹

CURRICULUM FOR PREPARATORY AND ACADEMY COURSES¹²

I. *Vorbereitungskursus* (Preparatory Course)

SEXTA: This class is formed by having poorly prepared students take the QUINTA year through twice.

QUINTA	
<i>Biblische Geschichte</i> ¹³	3 hrs.
<i>Lesen (Allgemeine u. Naturwissenschaftliche Lesestuecke)</i>	4 hrs.
<i>Grammatik u. Orthographie</i>	2 hrs.
<i>Schreiben, Deutsch u. English</i>	2 hrs.
<i>Reading</i>	5 hrs.
<i>Grammar</i>	3 hrs.
<i>Geography (first half)</i>	2 hrs.
<i>Arithmetic</i>	5 hrs.

Total—26 hrs.

QUARTA	
<i>Biblische Geschichte</i>	3 hrs.
<i>Lesen (Geographie, Welt- u. Kirchengeschichte Lesestuecke)</i>	4 hrs.
<i>Grammatik</i>	2 hrs.
<i>Zeichnen</i>	2 hrs.
<i>Reading</i>	5 hrs.
<i>Grammar</i>	3 hrs.
<i>Geography (second half)</i>	2 hrs.
<i>Arithmetic</i>	5 hrs.
<i>Biblische Aeltertumer</i>	2 hrs.
<i>Orthographie</i>	2 hrs.

Total—30 hrs.

II. *Akademischer Kursus* (Academy Course)

TERTIA

<i>Bibelkunde</i>	3 hrs.
<i>Lit. Geschichte u. Aufsätze</i>	4 hrs.
<i>Weltgeschichte</i>	2 hrs.
O. Test. (1 yr.); N. Test. (1 yr.)	2 hrs.
Physiology or Bookkeeping.....	5 hrs.
U.S. History or Civil Gov't.....	5 hrs.
Physical Geography.....	2 hrs.
Arithmetic	5 hrs.
German	5 hrs.

Total—33 hrs.

SECUNDA

<i>Bibelkunde</i>	3 hrs.
<i>Lit. Geschichte or Aufsätze</i>	2 hrs.
<i>Weltgeschichte</i>	2 hrs.
Rhetoric	4 hrs.
Latin	5 hrs.
Botany or Physics.....	5 hrs.
Algebra	5 hrs.
German	5 hrs.

Total—31 hrs.

PRIMA

<i>Leben Jesu or Katechismus</i>	5 hrs.
<i>Kirchengeschichte</i>	4 hrs.
<i>Weltgeschichte</i>	2 hrs.
Pedagogy (optional 5 hrs.)	
English Literature.....	5 hrs.
Latin	5 hrs.
Geometry	5 hrs.
German	5 hrs.

Total—31 hrs.

The following explanations accompany the curriculum.

Bethel College offers in the Preparatory and Academy Courses in reality six different courses.

1. Preparatory Course (2 years)
2. German-English or English-German Teachers Course (3 years)
3. German-English Academy Course (5 years)
4. English-German Academy Course (5 years)
5. Scientific Academy Course (5 years)
6. Bible Course (5 years)

Remarks on the curriculum:¹⁴

1. The Preparatory Course includes all branches.¹⁵ Students who are farther advanced in any of the branches take *Biblische Alterthümer*.
2. The German-English Teachers Course includes in addition to the Preparatory Course the first year of the Academy Course, namely, as many of the branches as possible. If English branches predominate it is called the English-German Course.
3. The German-English Academy Course covers five years and as many as possible of the optional German and English branches (German and Latin not required).
4. The English-German Academy Course includes five years and takes all the English branches besides German.
5. The Scientific Academy Course includes five years, and requires Latin and German and as many of the other optional branches as possible.
6. The Bible Course includes all Bible branches that are given (German and English) and as many as possible of the language and history branches.

The special merits claimed for the curriculum were:¹⁶ "it grew out of the experiences of the Halstead school; it articulated with our parochial and our rural schools; it paved the way for a complete college course, and above all it took into consideration the needs of our Mennonite youth; Bethel College is to be a school of the Mennonites for the Mennonites." The entire setup was apparently tinged with European ideals and methods of education, as evidenced in part by such terminology as *Quinta*, *Quarta*, *Tertia*.

The curriculum covered the major fields of knowledge:¹⁷ English, foreign languages, history, mathematics, natural sciences, and religion, though not all were given equal recognition. Much of the work was still very elementary in character, because of the very primitive conditions in the elementary schools of the time.

The distribution of courses over the major fields of instruction offered was as follows: English, 30 hours; foreign languages, 27 hours;¹⁸ mathematics, 25 hours; Bible, 24 hours; natural sciences, 21 hours; German, 29 hours;¹⁹ history, 13 hours. A few miscellaneous subjects, such as drawing and singing are not included in these figures.²⁰ Rather striking is the relatively small attention paid to the social science field in the curriculum; economics had as yet but little meaning for the constituency, and sociology was a field that was just beginning to open up. The applied arts and sciences had as yet not found their way into the curriculum, and even the natural sciences were in many cases awarded a place in the curriculum only grudgingly. The old classical view of education still held sway very largely.

Of the total of 170 weekly hours of instruction listed in the five classes, *Quinta* to *Prima*, 110 were taught in the English language and 60 in the German. These figures would seem to substantiate the claim that Bethel College was stressing instruction in English, but was not neglecting the German. If Bethel College was to fulfill its purpose of preparing teachers for the rural schools on the one hand and church workers and parochial school teachers on the other, it is difficult to see how Bethel College could have followed a different course and still remain true to its purpose. Nevertheless, accusations that the German was being neglected were brought against Bethel College almost from the very beginning. To see the other side of the picture, one must, however, remember that German was still very largely the language of the home, the school, and the church in practically all the Mennonite communities supporting Bethel College.

2. *Tuition*.—The opening announcements for the first school year gave the cost of a year's attendance as \$95 to \$110. Students who had scholarships had their tuition remitted, making a considerable reduction in the income from tuition. The tuition was fixed at \$8 a term for the preparatory course and at \$10 a term for the academy course.²¹ Private music

lessons were not included in the regular tuition and scholarships could not be applied on them. Instruction in vocal music was given free to regularly enrolled students; others were charged a fee of \$1 per term. Lessons were given at first only in piano, reed organ, singing, and harmony, and the work received no academic recognition. The music instructor was not placed on regular salary; his income was derived from the fees of his students. The College received a certain per cent, ordinarily ten, of the fees for the use of its facilities. The instructor was privileged to give lessons to others than registered Bethel College students and thus increase his income.

3. *Extracurricular Activities.*—Public oral examinations, commencement addresses by the graduates, literary societies, the policies regarding extracurricular activities, systematic physical training—all were continued at Bethel College until new situations compelled a change in policy or the adoption of a new policy where none previously existed.

Literary societies were encouraged in the new institution from the very beginning. The first Bethel College catalog, published before the first opening of school, recommends the formation of two literary societies, English and German, respectively, and these were organized during the first year. They were called the Platonian Society and the *Schillerverein* respectively. Exception was taken to these names by some members of the board of directors on the ground that the names honored the memory of men of pagan or unorthodox beliefs and that a Christian institution should give recognition to leaders in the field of Christian service. It was not until some years later that a reorganization of these societies brought about a change in name. This catalog also recommends the formation of a teachers' club for those desiring to enter the teaching profession, but the record is silent regarding such an organization.

4. *The Library.*—An encouraging sign was the increased importance attached to the use of the library. A small room had been provided in the new building for this purpose, and the early catalogs make special mention of the fact that "the use of the library is *free*." Actually, the facilities in this respect were limited. The library of the Halstead Seminary was transferred bodily to the new institution and donations were being added while the new building was in process of erection. Between October 15, 1888, and November 28, 1902, two hundred and fifty volumes were donated to the Bethel College library by C. J. van der Smitten, C. Schowalter, D. Goerz, and H. R. Voth.²² The total number of volumes at this time was only about six hundred, mostly on religious subjects.

The value of the library was limited because of the absence of standard reference works, the lack of cataloging and of trained library-service, and the nature of the instruction at this time, much of it still being so elementary in character that library work had little bearing upon it. Perhaps another contributory factor was the fact that at first the two sexes were

not allowed to use the library at the same time, alternate evenings during the week being assigned to boys and girls, respectively. This regulation proved unsatisfactory, doubtless, for more reasons than the one which was directly responsible for the abrogation of the rule. Complaint was made to the board of directors that under the existing arrangement it was impossible to cover specific library assignments as called for in classes. The library was largely under student supervision in the first years. Studying in chapel was strictly prohibited.

The conditions for study were far from ideal the first year. Thirty students were rooming in the Main Building, as many as ten occupying one study room. One can easily imagine the difficulty of keeping order and quiet under such conditions. In the smaller dormitories conditions were more satisfactory. Occasionally out-of-the-ordinary events would add to the zest of living in the Main Building. In the spring of 1894, the supply of coal stored under the front steps caught fire by spontaneous combustion. Fortunately, no damage to the building resulted; but this was only one of several similar occurrences in later years. The hot-air heating system proved inadequate during the cold winter days; consequently, other methods of "keeping warm" were apt to be resorted to by the boys.

5. *Campus Rules.*—The rules laid down for the conduct of students in those early days were many and detailed. Observance of the letter of the law then was too often considered the acme of human conduct rather than the spirit or intent of the law. Unfortunately, this latter view has not even now found general acceptance.

The time of the students was carefully budgeted. "Since our time is in the Lord's hands, it behooves us to use it in His honor and for our benefit."²³ Students rose at 5:00 a.m. and retired at 10:00 p.m.; a half-hour later only by special permission of the principal. The workday hours were divided into instruction, preparation, and work hours. The hours of instruction were from 8:00 a.m. to 1:00 p.m., and from 3:30 to 5:30 p.m.; the work hours were from 1:30 to 3:30 p.m. Morning devotions were observed at 7:00 a.m., and evening devotions at 9:00 p.m. The time at which students must take care of their rooms, and time for recreation, and for trips to town were specified, and trips to town at other than specified times were to be made only on permission from the principal.

Students must not visit each other's rooms during study hours. No time was to be wasted between classes, and there was to be no loud talking or singing or other disturbing noises in the buildings after 9:00 o'clock p.m. Outside of buildings and at breakfast, students must appear in full garb only. Smoking, card playing, and joining secret societies were prohibited. Men and women must not play together or go out together except on permission from the principal. Class attendance was compulsory, and excuses for absences were obtainable only for sickness or by

previous arrangement with the instructor. Every student was expected to attend Sunday services at 10:00 a.m., and the evening prayer meeting at 7:00 p.m.

An "assistant dean of men" was appointed from the students whose duty it was to see that the tasks assigned students were properly carried out; another appointee was a librarian, toward whom the students were admonished to maintain proper decorum. Students must conduct themselves in accordance with Christian standards and ways of life. They must not read harmful novels or cultivate the society of immoral persons. Violators of the regulations were to be admonished by the principal in a spirit of love. A second offence would be followed by a second admonition. If this failed, the student was to be dismissed. Some difficulties were experienced in enforcing these rules; and disciplinary action had to be taken occasionally for their infraction.

The earliest catalogs make no mention of specific academic entrance requirements. The general requirements were: submission of testimonials regarding the character and previous training of the applicant to the faculty, who decided whether or not the applicant was to be admitted. If admitted he must pass through a three-month probationary period, after which the faculty decided whether or not he may continue in school. If it were deemed advisable, the student could be dismissed before the close of the probationary period. The assignment of students to classes was thus left to the discretion of the faculty after a personal interview, an examination if thought necessary, and the satisfactory completion of a probationary period. It is not clear to what extent this procedure was followed during the early years. Some of it became a dead letter after the first few years.

6. *The Student Body*.—Formal instruction at Bethel College began at 7:30 a.m., Thursday, September 21, 1893. The total enrollment for the year was ninety-eight, 77 men and 21 women. Not included in this number were 34 music students taught by Professor Welty, but not enrolled in College. There had been but little student-solicitation to attract students. However, in the announcements in the opening of school, the emphasis was placed upon the central location of the school, its distinctive Mennonite character, its emphasis upon religious instruction, its thoroughgoing instruction in German, and its very definite purpose to promote the study of English. It was thought that these advantages would attract Mennonite young people from all over the country.

The institution had attracted wide attention and received liberal support from Mennonites, both North and East, but students from only three states outside of Kansas, attended the first year. Of the total of 98 students, 79 were from Kansas, 7 from Minnesota and 6 each from South Dakota and Nebraska. The next year, however, seven states besides Kansas were represented in the first year's group of students; seven

branches of Mennonites, Baptist, Methodist, Evangelical, Presbyterian, Catholic, Evangelical Lutheran, and Congregational. The total number of Mennonites was 75. Six students reported no church affiliation.

In the first year work was offered only in the Preparatory and Academy courses although a three-year college course was also outlined. This catalog also mentions plans for a "Biblical Theological Institute," the introduction of which would mean the "full realization of the original plans of Bethel College." This was not to be established until the churches and Conference were ready for it. Other departments to be introduced in time but not offered the first year were: commercial, art, and elocution.

The distribution of students by classes was as follows: In the Preparatory course, 60 students: 21 in the *Quinta*, and 39 in the *Quarta*. In the Academy course 39 students: 35 in the *Tertia*, and 3 in the *Secunda*. The Academy course was planned to prepare students for the first-grade county certificate examinations. It included sufficient German to prepare students to teach German parochial school also. The absence of any students in the *Prima* or highest class in the academy and the sharp drop in the enrollment in the *Secunda*, the second highest class, throws a significant light on the status of education in our Mennonite communities of that day.

Further light is thrown upon this subject by a study of the ages of these students. These vary from thirteen to thirty years, the average being a little over nineteen years. The average age at which freshmen have entered Bethel College during the past several years has been just a little under nineteen years. These figures are illuminating. If any argument were needed to prove that Bethel College was really meeting a deeply felt need in our Mennonite communities, this very considerable number of young people eager to avail themselves of the educational opportunities Bethel College offered should weigh heavily on the positive side of the argument. As the first Mennonite institution of higher learning in the field Bethel College may justly lay claim to a share of the credit for the progress made along educational lines by our Mennonite people.

D. Public Relations

No institution can live unto itself alone. A college must needs have relations with the town where it is located, its church constituency, as well as any other area of its public which it hopes to serve and from which it hopes to get its students and financial support. Often these relations go far in either making or breaking an institution; hence great care is taken to promote and foster mutual understanding and good will.

1. *The City of Newton*.—Bethel College being located some distance outside of the city of Newton, the question of transportation between the College and the city assumed importance from the very beginning. It was still the day of board sidewalks, unpaved streets, and mud roads in

rural and small-town communities. The only means of communication between the College and city was a mud road, a mile or more in length, that could become bottomless after a heavy rain. The situation was unsatisfactory to both the College and the city. To remedy this difficulty, the city council of Newton in September, 1893, immediately following the opening of school, adopted an ordinance providing for the building of a cinder walk extending from the Main Street bridge to the south edge of the College grounds.²⁴ The city paid for the labor of grading and spreading the cinders, but the cost of the material and of hauling was assessed against the property holders along the walk. This was the first and for many years the only effort made by the city of Newton to improve communication between the College and the city. Although it was an improvement in some respects, it had its disadvantages. With a play upon the first and last words, the saying "Cinders are hard on soles" soon became a pet phrase among the students.

2. *The Western District Conference.*—The organization of the Bethel College Corporation in 1887 left the question of the relation between the Western District Conference and the newly formed Corporation in uncertainty. During the six years following, the two organizations worked quite independently of each other in the field of Mennonite higher education. When Bethel College opened its doors in 1893, the mutual understanding and confidence necessary to harmonious co-operation between the two bodies was still lacking. Several attempts to clarify this relation were made during the year, but with little success.²⁵

3. *A Bequest.*—Several other incidents worthy of note occurred during the first year. In the fall of 1893 a bequest of \$4,000 was left to Bethel College with the stipulation that no "Prohibition" be taught in Bethel College for twenty years. The bequest was accepted by the board of directors with the following explanation:

1. The statutes of Bethel College contain nothing about "Prohibition," and so far as the present officers are concerned they shall not be changed in this respect

2. That "Prohibition" as interpreted by extreme American "Prohibitionists" shall not be taken into the curriculum; and that relative to the question, "What shall we eat or what shall we drink?" we adhere to the biblical teachings on "Temperance" as the bounds within which we wish to remain.

3. That in view of the policy of the board to respect the wishes of contributors regarding their contributions to Bethel College, the present officers of the board obligate themselves to follow the donor's wishes as far as possible; but pledge themselves to return the \$4,000 to Mrs. (widow of the deceased) without interest in case the statutes are changed so as to contravene the meaning of the donor in making the donation.

The conditions must have proved satisfactory to the executors of the estate as there is no record of their rejection.

4. *Publicity.*—During this first year, also, the task of "selling" higher education to the constituency was taken over by the principal of Bethel

College, C. H. Wedel. This he did in part in a series of articles under the heading, "Letters to Albertinus," published in the *Bundesbote* during the years 1893 and 1894. The earlier letters extol the advantages of Bethel College, its favorable location, the fine farming country round about, its rural quietness, and its favorable conditions for study. They speak of the "citified" appearance of the Main Building and draw favorable comparisons between it and other similar buildings in the country.

Discussing the purpose of Bethel College, he characterizes it as planned to serve mainly three classes of students: (1) prospective teachers; (2) those desiring to prepare for work in the church and its auxiliary activities; (3) those seeking general training with no specific purpose in view. He discusses the importance of the parochial schools in maintaining the German language, the poor preparation, and the meager salaries paid to teachers. He discusses other handicaps, but all in a fine spirit of moderation and with a view to making the best of the situation. He stresses the importance of well prepared teachers in our Sunday schools, points out certain weaknesses in the Sunday school work of that day, and states that it was to help remedy such situations that Bethel College was built. He outlines a course for those interested in Sunday school work and shows that this training would also be helpful to prospective ministers.²⁶

He discusses the ministerial situation in the Mennonite churches in a purely objective way, points out how education can help to improve various situations, but does not recommend education as a panacea for all the ills of church or school. He stresses the importance of a good elementary education to the average church member, as a safeguard against propaganda from without, as well as making for sane attitudes and views within. An education may be helpful in a financial way, he says, but its greatest value lies in the preparation for meeting different situations in life.

The question of coeducation was still regarded by some with many doubts and fears; therefore, he discusses the relation between the sexes in a co-educational institution in one of these letters.²⁷ He assures the readers that their fears are unfounded; that the relation between the sexes in this country is far different from that in Europe, and that the women in America maintain a much more independent attitude than is the case in Europe. He reminds both the parents and their sons and daughters that students are not yet "finished folk," that the young people may not always know what is right and proper in the way of social behavior, that instructors would give pertinent hints and that these should be received by the young people in the proper spirit.

The letters reveal a thorough understanding of the character of the Mennonite people and a fine insight into their educational problems. His manner of approach was well calculated to win favor with the constituency. The letters were kindly received and doubtless constituted a source of increased interest in Bethel College and its work.

5. *The Close of the First Year.*—The year came to a close on June 15, 1894, with the following program, to which the public was invited; hence it is given here in full:

FORENOON

- 8:40 Morning Devotions.
- 9:00 Examinations in *Biblische Geschichte* IV, English History, Arithmetic III, *Grammatik* V.
- 9:50 Examinations in Grammar V, *Bibelkunde*, Algebra, Civil Government.
- 10:40 Examinations in Physiology, *Kirchengeschichte*, Physical Geography, Common Geography II.
- 11:30 Song by the School.

AFTERNOON

- 1:30 Song by the School.
- 1:50 Examinations in *Lesen* IV, *Weltgeschichte*, Latin, Geography V.
- 2:40 Song by the Chorus.
Awarding of certificates; Remarks by *Directorium*; Concluding Remarks by the Principal. Music by Chorus.
- 3:30 Song by the School.

The examinations given were oral and were intended to give the constituency some insight into what the institution was accomplishing. That they were not the most popular exercises of the school year with the students, the reader need entertain no doubt. The invitations by the faculty to school friends to attend the exercises, published in the *Bundeshbote*, always met with a hearty response. There were no graduates the first year. The year closed with a financial deficit, but in the hearts of those who had taught and those who had learned there was a happy feeling of gratitude for the first year's achievements.

“Again, how many pious teachers and preachers have labored in our churches down to the present day! They may have been wanting in learning and theological training, and they may often have been unappreciated by the congregations which they served, but as well as they could they conducted their pastoral work in addition to the labors of earning their daily bread, in many cases with marvelous patience and devotion. Literally they realized what Paul said: ‘I seek not yours, but you.’ Their names are perhaps forgotten; neither monumental brass nor the page of history preserves a record of their work, but in fashioning good for their own day, they nevertheless live for all time. Though they lacked technical training, yet our ancestors had little cause to feel ashamed of their representatives in comparison with those of other religious groups.”

—C. H. Wedel, *Words to Young Christians*. p. 36.

CHAPTER VI

THE FIRST DECADE

(1893-1903)

Already during the first year needs were revealed and problems suggested that demanded attention and called for action. The first year closed with a debt. Only preparatory (subacademy) and academy work was offered, though work of college grade had been promised. The curriculum was falling short in its offerings in the religious field if the institution was to fulfill its avowed purpose of preparing missionaries and other church workers. There were problems, too, of internal administration that would call for solution sooner or later; the relations of the school to the Conferences, both Western District and General were uncertain, and the problem of proper accommodations on the campus, especially for women students, was pressing for action.

A. The Physical Plant and Equipment

1. *The Housing Problem.*—Of these questions the lack of accommodations for women students was perhaps the most urgent, not only during the first three or four years but for the first fifteen years. The problem was due to the relatively much-more-rapid increase in the number of women than of men students during these years. Thus, during the first year the ratio of women to men students was just a little greater than 1:4, five years later it was 2:5 and ten years later it was approximately 4:7.¹ Thus, in ten years the ratio of men to women students had considerably more than doubled. This relatively rapid increase in the number of women students brought about an especially difficult situation, since the only accommodations for women students were a few spare rooms in the boarding hall which were not used by the family of the steward.

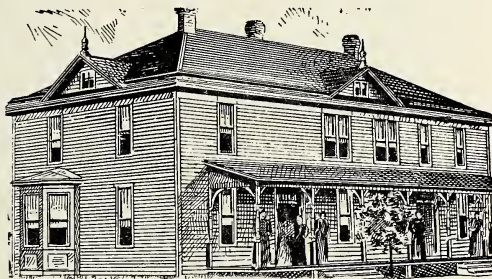
The College was unable to finance new buildings from its own resources; it had to depend upon the goodwill and charitableness of friends. Fortunately, such friends were at hand. In 1895, B. Warkentin, treasurer of the board of directors, and a few others offered to erect a combined ladies dormitory and teacher's residence on College property under the following conditions: For thirty years the entire income from the building was to go to the persons who advanced the money, after which the building would become the property of the College. The offer was accepted with alacrity and the first women's dormitory, later moved and rebuilt as the Health Center, was erected the same year. It was located just across the road southwest of the Main Building. President C. H. Wedel, who had been one of the donors to the building, took up his residence

here up to the completion of his own residence, the present Thierstein Home, in 1899 when his donation to the Ladies' Cottage was returned to him. B. Warkentin, the principal donor to the building, had given his share to the College as early as 1895.

The erection of this building gave some relief; but, as it accommodated only ten to twelve students, agitation for a more commodious building soon began. The problem of student housing has been a perennial one. For, as in the case of the building just mentioned, the relief that was obtained took care of only immediate needs; it did not provide for future growth and expansion. With the growth in the number of College build-



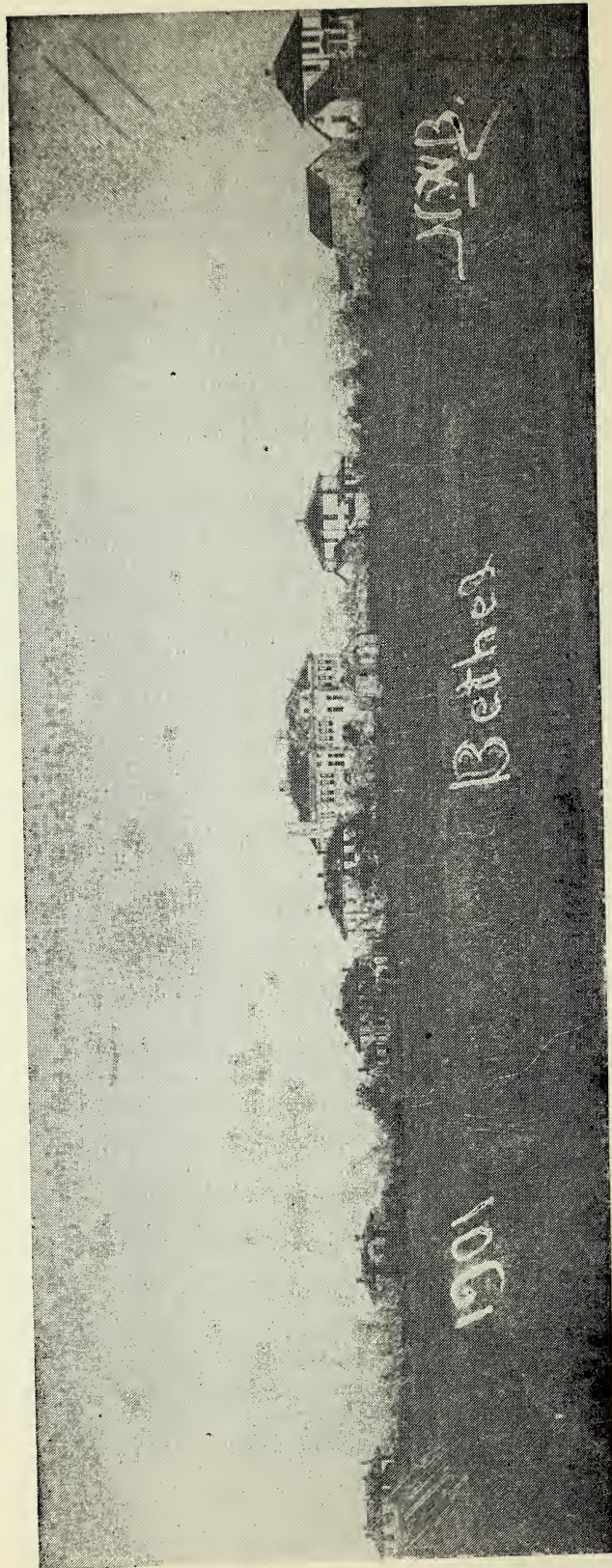
MINNESOTA HOME 1899



LADIES' COTTAGE 1895

ings on the campus, the board of directors found it advisable to name these buildings officially. They were called: Western Home, Students Home (no longer standing), Boarding Hall, and Ladies' Cottage (now Health Center).²

The burning of the *Schwyzerrhuesli* in 1901 brought about a congested situation among the men students.³ This situation was relieved by friends of the school in Minnesota who banded together for the purpose of erecting a men's dormitory on the Bethel College campus. Permission to erect such a building was granted in 1898, and a site for the building was donated in 1899. The building was to be financed according to the following plan: The cost of the building was estimated at \$1,500; the investors were to receive 5 per cent interest on their investment plus 5 per cent of the base, annually, for twenty years, after which time the building would become the property of the College. The building, called the Minnesota Home, later moved and rebuilt into the Music Hall, was erected in 1899 at a cost of a little more than \$1,900. Only about one-half of this amount had been contributed by the Minnesota brethren at the time the building was completed, the rest having been borrowed from the endowment fund. The income from the building was estimated at \$200 for the first year. Minnesota students were given preference in the choice of rooms in the building. It accommodated sixteen students, but was not planned for careful supervision. It served as the model for the later ladies dormitory (Carnegie Hall), which building presented the same disciplinary difficulties when completed nine years later.



WESTERN HOME Still standing	STUDENTS' HOME Dismantled for Memorial Hall	DINING HALL Moved for New Library	LADIES' COTTAGE Moved and remodeled into Health Center	MAIN BUILDING	C. H. WEDEL Now Thierstein Home	G. A. HAURY HOME Now W. H. Hohmann
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Private building operations were also carried on during these early years on the Bethel College campus. In 1893 D. Goerz built his own home, the present Goerz Hall, the first private residence to be erected on the campus. In 1898 G. A. Haury built his own home, now the W. H. Hohmann residence. The spacious C. Wirkler home, now the C. E. Krehbiel residence, was erected the same year. Erection of a residence by President C. H. Wedel has already been mentioned.

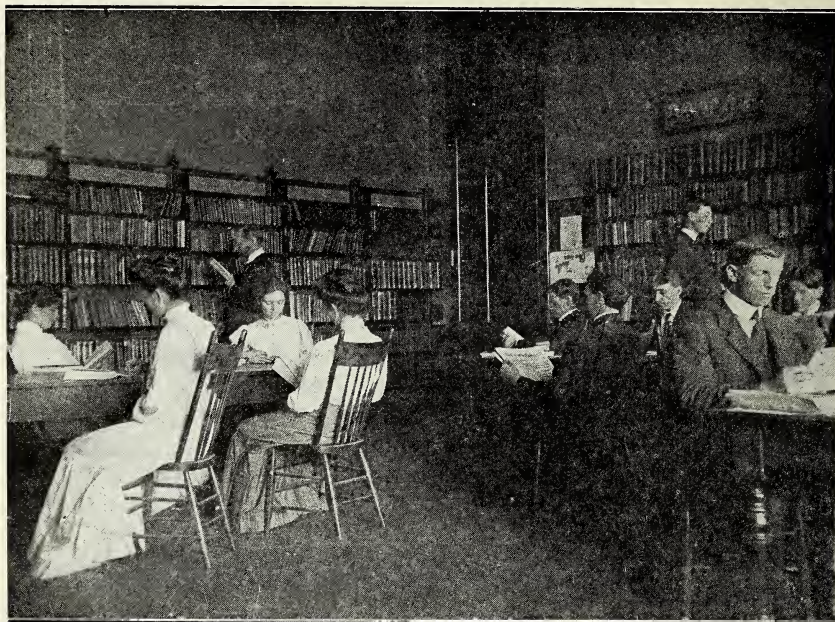
2. *The Library*.—The method of instruction of these years was mainly catechetical; that is, it consisted of textbook assignments on which the students were questioned during the recitation period. Library assignments and laboratory work played minor roles. A small library room scarcely one-half the size of even the smallest classroom, had been included in the plans of the Bethel College building. However, the importance of the library became more and more apparent. Donations to the library, while the Main Building was under construction have already been mentioned. Such donations have continued from year to year, both in money and in books.

The annual report of the board of directors for the year 1890-1891 mentions the establishing of a new "special fund" through gifts of missionaries in Darlington, Indian Territory (now Oklahoma). This fund was intended more especially to procure helps in the field of biblical instruction. Such donations and a small profit from the book store operated by the College were the only sources of accessions to the library for many years. From 30 to 40 volumes were added annually to the library from this latter source.⁴ While its growth was slow, it was steady. An announcement for the school year 1896-1897 speaks of a "well-stocked library," though at the time it contained scarcely 1,000 volumes.⁵ An official report for the year 1899 gives the number of volumes in the library as 1,080.⁶

Among the donors to the library the name of J. G. Ewert deserves special mention. Entering Bethel College in 1895 in the Collegiate Department, he was attacked in 1897 by a slow ossification of the joints, which condition eventually left him able to move only the right hand with the aid of a cord and pulley suspended from the ceiling. A brilliant intellect, however, remained unimpaired and became increasingly active. In a letter dated February 10, 1903, he says: "Today it is just six years since I became bedfast." That is a long time, but he was destined to spend twenty more years in this condition. During this time he was active in various fields of language study, relief work, and the publication of articles on social and religious questions. Friends supplied him with the means of purchasing books in the various fields of his interest. When these books were of no further use to him, he donated them to the Bethel College library, with the consent of the donors, but with the stipulation that the donations must not be publicly acknowledged. The library rec-

ords fail to reveal the exact number of volumes thus donated, but it must have been considerable. A few periodicals, donated by the publishers or by friends, were also found on the library table.

Because of the imperfections of the record, the administrative details of the library work of the first years are shrouded in considerable uncertainty. The first librarians were students who were given full authority in the conduct of the library. Later a faculty member was appointed head librarian, but he probably found little time for these specific duties. Library service was still largely in the hands of the students.



FIRST LIBRARY ROOM (now south end of Chapel under balcony)

The earliest available records state that P. A. Penner acted as librarian for the year 1894-1895.⁷ In 1900, John E. Wirkler was made librarian, and in 1901, Professor A. S. Hirschler was appointed to the position with the privilege of appointing his own student assistants. With Hirschler's resignation in 1903 P. J. Wedel was appointed librarian and was granted the same privilege. He was also requested to draw up a set of regulations to be observed in the use of the library.⁸ He was reappointed to this position from year to year; but it was not until 1910, when Miss Lena B. Hunzicker was called to a position in Bethel College and put in charge of the library, that the library enjoyed the services of a librarian with at least some professional training.

In the meantime the demands upon the library by the students had grown to such proportions that the faculty in 1902 requested the board to provide additional room for library purposes. It suggested separating the books in the library into a section containing the German theological works and the German fiction which would remain in the regular library room on the second floor of the building; all other books were to be transferred to a basement room vacated by the commercial department. The request was tabled by the board. The question was, however, not to be settled so easily. The demand for additional library facilities became so insistent that the board finally yielded; and, during the years 1905 and 1906, the library was moved from its cramped quarters on the second floor to the northeast room on the first floor, now occupied by the offices of the President. The room thus vacated was equipped for classroom purposes.

Provision was also made for steel shelves, for a card catalog, and for a complete subject index. These changes required time for their realization. Here, as elsewhere, progress depended upon the speed with which necessary funds became available. Loyal friends and especially the Alumni Association took an active part in promoting this phase of the work.

3. *Laboratories*.—Laboratory work played a very minor role in the instruction of the early days in Bethel College. Instruction in the natural sciences can hardly be said to have had a fair chance in the first years, since the early instructors usually lacked the necessary qualifications. It will be remembered, too, that in planning the building no thought was given to laboratories, although the natural sciences were included in the original curriculum and had been taught at Halstead. This omission was indicative of the general attitude of the constituency toward instruction in the sciences. However, dissatisfaction with the *status quo* became manifest quite early, and that was a hopeful sign.

In 1895 the faculty recommended that additional teaching aids be provided for the classes in physiology and physics. In 1899, the College received a gift of twenty-five anatomical models from Missionary H. R. Voth and purchased about \$25 worth of apparatus for the natural science department. The instructor recommended a laboratory fee, though no laboratory work was offered as yet.⁹ In his next report in March, 1900, H. O. Kruse again calls the attention of the board to the inadequate equipment for satisfactory work in physics, chemistry, and biology. Individual laboratory work, he says, is out of the question. Early in 1901, the faculty approved a plan for an Illustrated Lecture Organization, the purpose of which was to secure funds for the purchase of a lantern and slides. These funds were to be raised by means of a series of lectures for which a small admission fee was to be charged.

4. *The Museum*.—The establishment of a museum seems also to have been a part of the original plans for Bethel College; but the plans were

slow in taking definite shape. No mention is made of a museum in the catalogs preceding 1911. That the matter was not entirely forgotten or neglected is evident, however, from a search through the Bethel College publications. The *School and College Journal* of December, 1896, states that a "Museum of Natural History and American Relics" is being established in Bethel College. The same publication, a few months later, stated that progress had been made in the plans for the museum, that cash contributions for the purchase of display cases, as well as donations of various articles, minerals, sea shells, etc., were being received.¹⁰ An inspection of the record of the museum shows that donations constituted by far the commonest source of accessions and that there were comparatively few loans. The donors were mostly Mennonites, but the range of donors was quite widely distributed.

Unfortunately, the building up of the museum was not from the first nor for many years after under the direction of trained experts. The earliest record that has been found of anyone being given responsibility for the museum is a notation in the year 1900 that J. H. Langenwalter and D. R. Krehbiel, both Bethel College students at the time, were put in charge of the museum. One may well believe that the donations were not always of such a nature as to be worthy of a place in a museum. At times they were of purely sentimental interest to the collector; but their museum value was nil; or perhaps they attracted attention by their odd shapes, or a fancied resemblance to some common object and were thought of as petrifications of some part of a human or animal body.

However, many accessions were of a type that any museum might welcome. Of this type were the donations of Indian curios made by our missionaries to the American Indians and later by our missionaries to other countries. Early in the history of Bethel College, Missionary H. R. Voth made a donation of nearly 200 objects obtained during his missionary labors among the American Indians. In 1901, J. E. Ruth, while making an excavation for a grain elevator at Kingfisher, Oklahoma, dug up a tooth and some bones of a mammoth which he donated to the museum.¹¹ It was considered a noteworthy addition to the museum collections. A threshing stone of the kind used in Russia was acquired by Bethel College in 1903. Henry Richert had it made in the East and seems actually to have used it for a time to thresh enough grain to secure straw of proper length to thatch roofs—machine threshed straw was too short for that purpose.¹² This stone was then set up on the campus in front of the home of C. H. Wedel, the son-in-law of Richert. It is one of the stones now placed in front of the Kauffman Museum.

5. *Campus Beautification.*—The statement made by the *Newton Republican* at the time of dedication, that "the building can be seen for miles" was true not only because of the imposing character of the building itself but also because it stood in an open prairie, devoid of all trees.

The plan of the founders to make the campus “a beautiful place as well as a place of learning” was not merely an idle dream. The first five years saw little improvement although some trees were planted. With the coming of H. O. Kruse in 1898, this work was taken up and pushed vigorously. His first step was to draw a plat for the planting of trees on the campus. Copies of the plan are still extant and the plantings along the streets, the park along the Kidron, and the little park just north of the Main Building are living testimonials to his wise and careful planning. These beauty spots were laid out and planted under his direction.

An early tree planting, or Arbor Day, at Bethel College was held in the spring of 1899. The planting was done along the Kidron north of 27th Street and east of Highway No. 15, and was according to the following plan: A central spot was selected for the “Bethel College Tree.” In a circle about this center sixteen trees were to be planted, four by each one of the four societies: The Belles-Lettres Society, the *Germania Verein*, the Christian Endeavor Society, and the Oratorio Society. Around this tree the individual students planted their trees, each one buying his tree and selecting the place for it. It was the first occasion of this kind at Bethel College and much was made of it. The following program was carried out:

Scripture Reading.....	Professor P. H. Richert
Dedication of Park.....	Reverend David Goerz
Planting of the Bethel College Tree.....	Students: Schrag, Goering, Krehbiel ¹³
Dedication of the Bethel College Trees.....	Professor H. O. Kruse
Dedication of the Christian Endeavor Society Trees.....	Professor G. A. Haury
Song.....	Belles-Lettres Society and Oratorio Club
Dedication of the Belles-Lettres Society Trees.....	Professor H. J. Webster
Dedication of the <i>Germania Verein</i> Trees.....	Mr. Kroeker
Dedication of the Oratorio Society Trees.....	Mr. Krehbiel

After the program, the individual tree plantings took place. One hundred twenty-five trees were planted during the day. Paths were to be laid out, benches placed, and the park was to be planted to blue grass. Enthusiasm ran high and another similar day was talked of for the coming year. It was actually held on April 6, 1900, and carried out on an even more elaborate scale. These occasions throw an interesting sidelight on the spirit prevailing in Bethel College in the early days.

ARBOR DAY, APRIL 6, 1900, 8:00 O'CLOCK A.M.

Assembly at Main Entrance	
Music.....	Bethel Band
Introductory Remarks.....	Professor C. H. Wedel
Address for Board of Directors.....	Reverend D. Goerz
Address for Faculty.....	Professor G. A. Haury
Music.....	Cornet Band
“The Park and the Grounds”.....	Professor H. O. Kruse
Address for the Christian Endeavor Society.....	Professor P. H. Richert
Song by School.....	Professor B. F. Welty, leader

Address, President of the Belles-Lettres Society.....	Mr. D. Harder
Address, President of the <i>Germania Verein</i>	Mr. J. H. Langenwalter
Music.....	Bethel Band
Address for the Class of 1900.....	Mr. G. A. Linscheid
Address for the Bethel Band.....	Mr. E. B. Krehbiel, leader
Closing Remarks.....	Professor H. J. Webster
Procession to Grounds North of College	
Music.....	Bethel Band
Procession to Park Grounds	
Music.....	Bethel Band
Disperse for Planting	
Picnic Dinner at Boarding Hall (at call of band.)	
(Time allotted to speakers, five minutes.)	

One hundred fifty trees were planted, mostly elms, maples, and box-elders. The planting was done north of the Main Building and along the Kidron south of 27th Street. In the afternoon a program of varied activities was given.

By this time, tree planting seems to have become a habit, as another Arbor Day was observed on April 19 of the next year in which students, faculty and board members set out about 200 trees. This planting was done around the Main Building and west of College Avenue mostly. Similar occasions were observed in 1903 and 1904.

The trees thus planted were obtained by a unique plan. Each student and each faculty member paid a dollar for this purpose; this amount paid for the tree and entitled the contributor to plant it. The same opportunity was extended to friends and patrons of the institution elsewhere, and the correspondence shows that this phase of the plan met with some success and that a number of the trees on the College campus are memorials to distant friends and well-wishers of Bethel College.

The first ivy was planted by the class of 1910 at the foot of the north-east tower of the Main Building. The precedent thus set has been followed quite regularly by succeeding classes.

Reference to a contract between the board of directors and F. B. Wedel for the planting of evergreen trees on the campus is also found in the record.¹⁴ Wedel was to plant the trees and replace all that failed to grow during a three-year period. For all trees found in good growing condition at the end of the three-year period, he was to be paid one dollar. The record is silent on the success of the plan; it apparently never materialized.

Other improvements on the campus during this period were the building of a bridge across the Kidron in 1899 on what is now 27th Street. In 1908 a cement walk was laid on the campus and to the city of Newton to replace the cinder walk laid in 1893. The money for this much-needed and much-appreciated improvement was contributed by friends of the school. In 1909 the road leading south of the Main Building (now College Avenue) was graded and improved. It, too, was a great

improvement as the roads on the campus hitherto had been only unimproved mud roads. This improvement was made possible through the kindness of a number of friends of the institution, who donated three days of labor each for this purpose.

B. The Faculty

1. *Changes and Readjustments.*—The faculty underwent many changes during the first years. Only C. H. Wedel and G. A. Haury remained with the institution throughout their lifetime. The first change was made in 1896 when the "*pro tem*" was dropped from the official designation of C. H. Wedel, and he was invested permanently with the duties of the principals' office. It was a step in the right direction, as the temporary occupancy of an office is not conducive to long-range planning or the carrying out of policies that require a longer period for their execution.

In 1895 a call was extended to H. O. Kruse, who had been instructor in the Halstead Seminary, to a position as professor of mathematics and natural sciences, but he declined. B. A. Lehman failed of re-election in 1897; H. J. Webster was elected to take his place. Webster, who held a bachelor's degree, remained with the school three years, when he was dropped from the faculty of Bethel College "to make room for a Mennonite." Generally speaking, such a policy has been followed quite closely by the board of directors.

In 1898, the call to H. O. Kruse being repeated, he accepted the position of principal and professor of natural sciences and history. He held a bachelor's degree from the University of Kansas. C. H. Wedel was made chairman of the faculty. Unfortunately, the duties of the two positions—principal and chairman of the faculty—were not clearly defined by the board, resulting in misunderstandings and friction between the two men. As early as 1899, C. H. Wedel requested that the officers of the board define more clearly the duties of "Chairman of the Faculty and of Principal of the School." Other factors also entered into the case. Kruse desired to take up graduate work sometime in the future, but the board of directors seems not to have looked upon the idea with much favor; then, too, the work to which he had been called at Bethel College was not, to use his own words, his "chief interest." In his letter of acceptance he specifically states that he would be ready to change to the literary field at any time when such a change would make for the good of the school.

Soon the board had to meet the cry of "heresy" from some quarters in the constituency. The situation went from bad to worse. Late in 1901 Kruse resigned as principal, intimating in his letter of resignation his willingness to sever all connection with Bethel College, if conditions should make such a step appear desirable. The situation in the year

1901-1902 caused the board much grief. With the possibility of continued dissension in the faculty on the one hand and the possibility of losing one of its most competent instructors on the other, the board made strenuous efforts to bring about a reconciliation, but to no avail. To satisfy the constituency, as well as for its own protection, the board asked Kruse for a statement of his religious views.

A little later the board asked of each faculty member a list of the textbooks used in his classes together with a critical evaluation of the same from the religious viewpoint. The members of the faculty took kindly to this request, complying with it in a spirit of fairness and sincerity. Some in effect stated that the important thing in classroom instruction is not the textbook but the teacher, but the request was complied with without exception. However, matters having reached the breaking point, Professor Kruse resigned his position to take effect in the spring of 1902.

Such an upheaval was not without its reverberations both within and without college circles. With the resignation of Kruse, Bethel College lost a fine personality and an educator of high rank. He later became a professor in the department of German of the University of Kansas. Before his coming to Bethel College the policy appears to have been to set up rigid rules and enforce them mechanically. He believed some of the rules to be unnecessarily rigid and changed them. With him the student, not the rule, was the first consideration. If the good of the student demanded moderation in the enforcement of a regulation, such moderation was used. Perhaps Kruse's views in this respect were too far in advance of his time; his resignation was in part the price he had to pay for it. Better coordination of administrative duties from the beginning might have prevented the situation from arising at all, which must at best be regarded as a regrettable episode in the story of Bethel College.

2. *Faculty Organization.*—An important result that grew out of the situation described above was a more definite faculty organization and delimitation of the functions of administrative officers. In the early days but little was needed and done in this respect. When later conditions called for centralization of duties or responsibilities, such were assigned to whatever faculty member could be persuaded to accept them. A small additional remuneration added materially to the persuasive appeals of the board in such cases. The positions of postmaster, librarian, dean of students, and other positions of "honor or trust" were thus given over to any faculty member who was willing to bend his neck to the yoke. Most of the early faculty members thus found opportunity to serve the institution in various capacities. In most cases this proved a valuable experience for the instructor, though it can hardly be considered good educational practice.

The reorganization began with a call, a renewed call in effect, to C. H. Wedel to the presidency by the board early in 1902. This call defined the duties of the office of the president in considerable detail. The president was given a voice in the meetings of the board in other than "business-financial" matters, that is, in matters that would impose duties or responsibilities upon the president.¹⁵ He accepted the call, though reluctantly, because, as he says, "There seemed to be no way out."

Details of the reorganization are given in a notebook in the handwriting of President Wedel and preserved in the records of Bethel College.¹⁶ A summary follows:

The faculty performs all functions entrusted to it by the board. It is composed of the president, the secretary, the dean of students (*Ordinarius*), the executive committee and members. It is responsible for the daily program of recitations; also for the library, appointing a librarian from among its members, also his assistants, and for the order in the library. It prepares the curriculum, approves text- and library books, issues the catalogs, makes out quarterly reports to the board with such recommendations as it deems pertinent.

The president opens and closes the school year and presides at school festivities; he takes care of the German correspondence, receives reports, petitions, etc., of students, makes current announcements, receives visitors, presides at faculty meetings, keeps record of the courses taught by the individual instructors and makes an annual report to the board of directors. He also keeps a record of student lodging assignments, and in case of disagreement between faculty and students he serves as mediator and if unable to satisfy either party he refers the case to the board of directors.

The secretary of the faculty keeps the register of students and of students' grades. He and the president make out the daily schedule subject to approval by the faculty. He sends out catalogs, takes care of the English correspondence, is responsible for the order in the Main Building and for the devotionals in the college building and in the students' homes. He keeps a record of faculty actions and he and the president and the business manager cooperate in the assignments of rooms to students.

The dean of students keeps a record of room assignments, looks after student arrivals, and is responsible for the order in students' homes and on the campus. He has charge of students' absences and cooperates with the executive committee in difficult cases. He may arrange with teachers living in student homes for partial supervision in the dormitories in which they live.

The duties of the executive committee, consisting of the president of the faculty, the secretary, and the dean of students, are to exercise general supervision over the work and the activities of the school, to study any important problems that may arise before submitting them to the faculty, to examine books intended for the library, and to inspect students' rooms periodically and report results to the faculty. It checks the financial relations of the students to the business office, preferably before permitting the student to enter classes. It is to study the equipment and the material needs of the school and make pertinent recommendations to the business manager concerning the same.

The plan of organization would appear quite complete. It was simple but quite satisfactory for a small institution that had set itself a specific purpose. It contained in embryo the essentials of an organization for an institution with a much larger attendance, a larger faculty, an expanded curriculum, and wider aims, such as Bethel College has since become.

The board of directors elected P. J. Wedel to the position vacated by Kruse as professor of natural sciences and history. His qualifications included a bachelor's degree from the University of Kansas and six years' experience in both public school and college teaching. The administrative duties performed by Kruse were taken care of by abolishing the position of principal and dividing the duties of that office between two new offices, secretary of the faculty and dean of students. G. A. Haury was appointed to the first position and P. H. Richert to the second.



FACULTY 1906

	P. H. Richert		J. R. Thierstein
C. N. Parsons	G. A. Haury	C. H. Wedel	P. J. Wedel

During these years, several other changes took place in the faculty. H. D. Penner resigned as teacher of the preparatory branches in 1897 and was succeeded by J. W. Kliever (1897-1898). He in turn was followed by P. H. Richert, who retained his connection with Bethel College, with interruptions, until 1921. In 1900 A. S. Hirschler was called to the position of professor of mathematics and natural history as successor to H. J. Webster. He, too, held a bachelor's degree from the University of Kansas and was an experienced teacher. He was compelled to relinquish the position in 1903 because of ill health. With him

Bethel College lost another instructor of fine professional attainments and unusual keenness of intellect.

Other changes in the personnel connected with Bethel College during the early years deserve brief mention at this point. The janitorship underwent frequent changes during these years, some of the janitors serving only a few months before leaving. The subject was frequently discussed in board meetings. Mr. C. Wirkler, who had served as steward of the dining hall in Halstead, moved to Newton with his family and continued as steward of the Bethel College dining hall until 1898. In that year, M. Wenger, a brother-in-law of Professor Welty, took over the dining hall and remained in charge until 1902, when Martin Thimm was employed as steward. Although the price of the board was set by the board of directors, the dining hall was under the private management of the steward, and thus no profit accrued to the College from this source during these years.

3. *Early Faculty Meetings.*—The inner life and problems of an educational institution are laid bare more fully in the minutes of its faculty meetings than by any other source. Unfortunately, the records of the Bethel College faculty meetings preceding 1900 are not available. It has not been possible to ascertain the reason for this. Whether these were lost, or destroyed, or mislaid, or never kept may never be known. The gap thus produced in the story of Bethel College must be filled in the best way possible from other sources, but much must at best remain a matter of conjecture. The minutes available were kept in the German language until February, 1901; thereafter they were kept in the English language.

The problems discussed in faculty meetings were mostly either disciplinary, curricular or extracurricular in character. Especially prominent was the disciplinary problem. Not always was the faculty consistent in its actions in this respect, but the members could not always decide such questions in accordance with their personal opinions. Such decisions often had to be made with an eye to the constituency, and it would be doing the faculty a gross injustice to judge its actions merely from the point of view of consistency. It is never easy to strike the golden mean between active and lighthearted youth and sedate and serious-minded old age, between progressive and conservative, especially if they incline to the "ultra" point of view in these respects. Inconsistencies or changes of front in faculty decisions should be viewed generally in this light. They may be merely the result of a "state of flux" in the constituency, or of a willingness to correct an error, etc.

Many of the matters, too, may seem trifling to the reader, but they are things that occur in the ordinary routine of college life, and must be attended to as they arise; and their proper adjustment contributes much to the smooth and harmonious operation of an institution. It

should be noted, too, that such problems do not always arise from sheer perversity of human nature; the conditions or surroundings in which individuals find themselves sometimes give occasion for outbursts that would not occur under other conditions. It was so in the early years of Bethel College. Primitive living conditions, unsatisfactory lighting of student rooms, lack of sanitary sewage disposal methods, absence of provisions for regular physical exercise were grievances brought by students before the faculty; restraints unnecessary in private life, but necessary in community life, diverse social practices and cultural backgrounds, varying ethical and religious standards brought from the different home communities sometimes resulted in clashes that needed much tact in their adjustment. Then, of course, there was an occasional individual who preferred moving as near the danger line as possible with an occasional willful excursion into forbidden territory who needed wise and skillful handling to convert him from the error of his ways. A few concrete cases to illustrate what has just been said will be cited.

In 1903 three students were called before the faculty to answer charges of "indolence," "dishonesty," and "smoking," respectively. In the same year seventeen students attended an evening session of the District Court of Harvey County without obtaining permission from the dean of students. The penalty imposed by the faculty was an apology to the dean. Failure or refusal to do this would be recorded on the faculty minutes with the student's name and the specific offense as a permanent part of the student's record. Another student whose general attitude was unresponsive was required to give a written promise of his intentions to mend his ways. Failure to do this would result in a notification to the father of the son's unsatisfactory status in school. The case appears to have been a highly aggravated one, as it was also decided to inform the class to which the student belonged of the disciplinary action taken against one of their number.

On another occasion a group of men students visited with a group of girls in one of the girls' rooms in the dormitory from 10 o'clock p.m. to nearly 2 o'clock a.m. This gross violation, not only of the rules of the school, but of the standards of common behavior was disposed of by requiring a written apology and a written promise, within twenty-four hours, hereafter to abide by the rules of the institution. If the student's conduct would be satisfactory for the remainder of the year, no notation of his breach of conduct would be made on his gradecard. A notation of unsatisfactory conduct on the student's grade card appears to have been a favorite device for trying to hold unruly students in leash.

Many disciplinary problems arose during these early years. These originated from many different sources. Some students felt the regulations of campus life too restraining and desired to move to Newton. There were requests by mixed groups to attend programs in **Newton**

or neighboring towns; students from Newton would make improper use of students' rooms on the campus, as in the case of a group of boys who rented a room on the campus for a "dressing room," but made it headquarters for a card-playing gang. Irregular class and chapel attendance; neglect of work; requests for other than intramural athletics; even raiding of lunch baskets, and many other matters came in for discussion at these meetings.

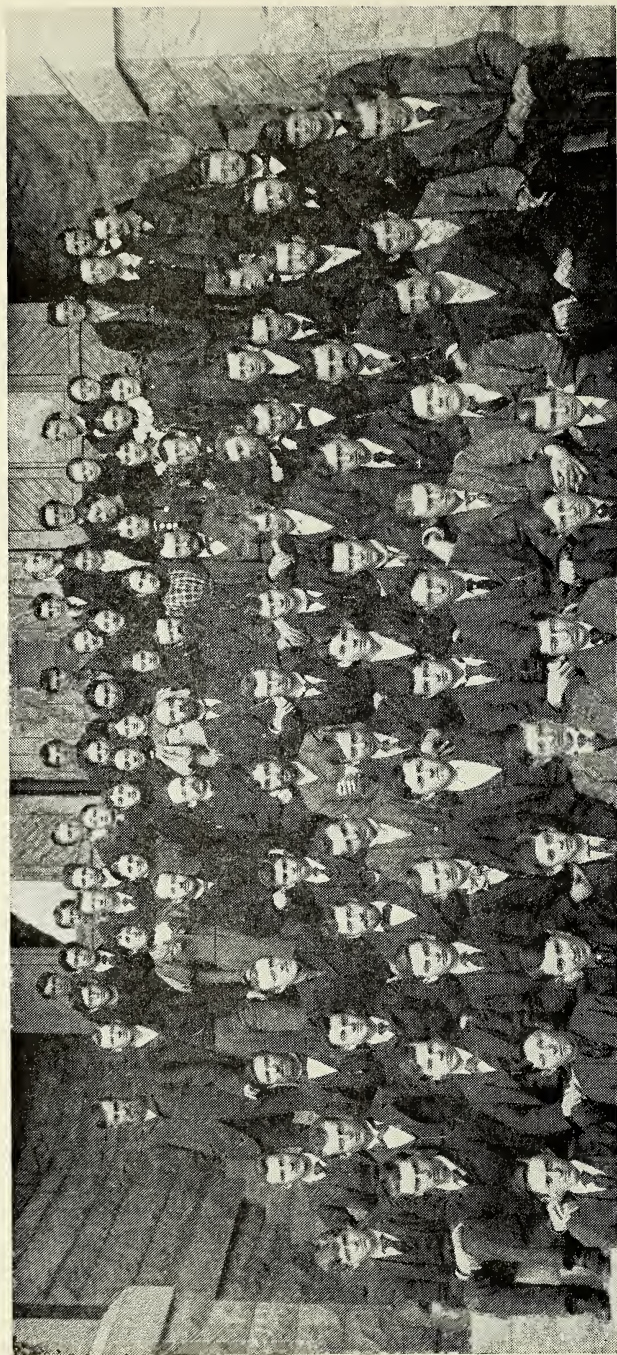
The faculty upheld the dean in refusing permission to girls to attend evening "dogshows"; listened to complaints that students were too noisy going down the steps, prohibited the carrying around of ink bottles in the Main Building, the bringing of newspapers into the reading room, the forming of a treasury for buying and selling postage stamps among the students, criticised the nature of the literary society "paper," etc.

C. Curricular and Extracurricular Development

1. *Admission and Credits.*—A significant change was made during these years in the entrance requirements to conform to recognized admission procedures of that day. The change, however, did not imply a blind adherence to mechanical or merely formal requirements. Bethel College still reserved the right to apply its own standards of admission to the individual student. The catalog of 1899-1900 contains a revised and more specific statement regarding admission to both College and Academy. Admission to the College required the completion of one of the Academy courses or its equivalent. For admission to the Academy such credentials as grade cards, county diplomas, or teachers' certificates were considered in determining the student's classification.

It may well be doubted that admission to an institution of learning by prescribing formal requirements, as is the case now, has any advantages over the old method of examination and personal interview. Doubtless, the pressure of student numbers was responsible for the change in methods of admission, but the present trend toward entrance tests reveals a tendency to revert to the older practice and in the opinion of the writer is a step in the right direction.

The work of the early years was not evaluated quantitatively, i.e., in credit hours. If the student successfully completed the course, for example in algebra, the course was entered on the record simply as algebra with the grade assigned by the instructor expressed in per cent, regardless of the number of weeks or the number of periods per week devoted to the course. This failure to evaluate the work quantitatively imposed a heavy burden upon registrars in later years in making out transcripts for students of the early years. To evaluate the work quantitatively, it was necessary to refer to the respective catalog for the length of the course, the number of recitations per week, length of recitation periods,



STUDENTS AND FACULTY—1897-98.

First row (bottom), from left: H. Jantzen, R. Claassen, Abe Quiring, D. B. Hess, John Harder, C. W. Regier, P. R. Dyck, Ed Claassen.
Second row, from left: A. Q. Heidebrecht, F. Urban, Abe Becker, Art Leisy, H. Hess, B. Detweiler, A. Ruth, E. Baumgartner, E. Hilty, H. Bachmann. *Third row, left:* W. H. Entz, P. Frey, P. E. Penner, J. V. Wiebe, Al Groneman, H. U. Schmidt, J. A. Schowalter, Mr. Richert, J. Banman, Mr. Regier, O. Lichti, J. H. Franzen. *Fourth row, left:* Mr. Frey, C. J. Goering, J. B. Epp, D. Becker, H. Richert, J. B. Frey, P. A. Hiebert, W. Rupp, P. Hilty, G. A. Reimer, P. A. Penner, J. G. Ewert, P. W. Penner. *Fifth row, left:* C. H. Wedel, B. F. Welty, G. A. Haury, D. Goerz, B. Lehman, H. D. Penner, P. R. Voth, W. B. Unruh, P. H. Richert, J. B. Ediger. *Remaining group, from left to right, as faces appear:* Chr. Wirkler, H. Kliever, J. Bachmann, G. Entz, Sam Haury, Clara Lemmon, C. R. Regier, J. J. Buller, P. C. Richert, Helen Pankratz, Mr. Loewen, Agnes Richert, Helen Goosen, Hulda Koehnney, Marie Wedel, Will Regier, Emma Goerz, Emma Krehbiel, Mr. Kohler, Elizabeth Wirkler, Martha Wedel, Mary Wirkler, John Wirkler, Marg. Richert, J. J. Friesen, Olga Leisy, Linda Krehbiel, Carl Kline, Katie Goerz, Clara Rupp, Lizzie Eymann, Abe Ruth, Amelia Welty, Gussie Ruth, Bertha Baumgartner, J. Becker, H. O. Dyck, J. Riesen, and G. A. Lehman.

and other details. While a mechanical quantitative evaluation of a course, such as is in use now, may have its objections, it at least has the advantage of simplicity.

2. *Curriculum Difficulties.*—In building the curriculum, the faculty of Bethel College found itself in something of a dilemma. A promise of advanced work to those desiring it had been held out throughout the history of the Bethel College project and this promise was not forgotten. As a small institution with limited means it was not in a position to meet both preparatory and advanced requirements fully. It must seek to find the golden mean between the two extremes.

In drawing up the curriculum, the faculty was guided by the needs of the many rather than by the wishes of a few. Accordingly, the first year's work was confined to preparatory and academy work, although a college course of three years was also *announced*. These preparatory and academy courses were to be of two and three years, respectively, but already in the third year, 1895-1896, the preparatory course was reduced to one year and a four-year college course was outlined as in prospect. The first year of the college course proper was to be given in 1895-1896 and the second the year following.

True to its purpose to make Bethel College an institution to train religious workers, a Biblical Institute was announced for 1896-1897. It consisted of a Bible Course of two years and an Evangelists Course of three years. It was, of course, not a separate organization. A selection of the offerings in the catalog was organized with the emphasis, both qualitatively and quantitatively, on such religious and allied branches as would most nearly meet the objectives of the respective course. The course for evangelists was intended only for duly certified candidates for religious work in our Mennonite communities. This action was hailed by the Conference Committee on Education as an important step. The committee urged Mennonite young people to attend Bethel College rather than some other denominational institution as this would eliminate a diversity of opinion in our Mennonite congregations and make for less dissension.

However, the Biblical Institute failed to work out in the way hoped for. It was intended as a modest effort in the direction of preparing for religious work, rather than to send out fully prepared candidates for the pulpit. The demands of the churches were still rather modest, although admittedly, the Institute had been organized in response to demands from the churches. But the Mennonite church had wandered far from its early-day attitudes and practices. Then it preferred and had university-trained men in its pulpits, but persecution and migration had brought about a change in the course of the centuries to an almost diametrically opposite attitude. For some centuries ambitious young Mennonites had to "eat at the table of strangers," intellectually speak-

ing. It was the realization that such a situation was not conducive to the perpetuation of Mennonite doctrines and beliefs that resulted in a revival of interest in higher education during the latter half of the nineteenth century among Mennonites both in Europe and America.

This realization was slow in growth and resulted in marked differences in various congregations. The whole question of preparing religious workers for the congregations had to adapt itself to developments within these congregations. One may well ask: How strong must a demand in the congregations become before it dare no longer be ignored?; and, Whose judgment is to be considered decisive in such cases? The board and faculty thus found it difficult to arrange a curriculum suited to the needs of the various congregations.

There was, however, a slow expansion of the curriculum. Latin and Greek were introduced in 1895, and for the succeeding year the following "higher branches" were announced: Greek, geology, zoology, bookkeeping, church history, Mennonite history, and ethics. One is inclined to smile at the mention of bookkeeping as one of the higher branches, but it is just another indication of the status of education in the early Mennonite settlements in America.

The courses were largely prescribed, though a limited number of electives was available, and substitutions were allowed where conditions made a substitution desirable, both in the College and in the Academy. For many years the line separating College and Academy was rather nebulous. The same instructors taught in both, and certain branches could be taken for either upper Academy or lower College credit. The first two catalogs of Bethel College were printed in both languages, English and German, and the branches taught were listed not by departments but by years. Beginning with 1895-1896, the catalog was published in separate English and German editions. In the 1900-1901 English catalog the curriculum was outlined by departments for the first time, but the German issue of the catalog retained the old form until the issue of 1909-1910.

In 1899, on recommendation of H. O. Kruse, a Normal Training Course was organized from already existing classes. Its purpose was to prepare rural-school teachers. The curriculum was broken down into ten departments, "analogous to similar institutions of our country": (1) The Preparatory Course; (2) The German-English Academy Course; (3) The English Academy Course; (4) The Normal Course; (5) The Biblical Institute; (6) The College Course; (7) The Music Department; (8) The Department of Fine Arts; 9) The Department of Elocution and (10) The Commercial Department. The last four departments are listed in the College catalog as "special." Their work was not considered as equal in rank to the regular academic courses. At the same time a third year was added to the collegiate course, in the hope that students could be lured into a longer attendance at Bethel College.



CLASS OF 1898

Emma Krehbiel

(Mrs. Henry A. Bachmann)

Anna S. Hirschler

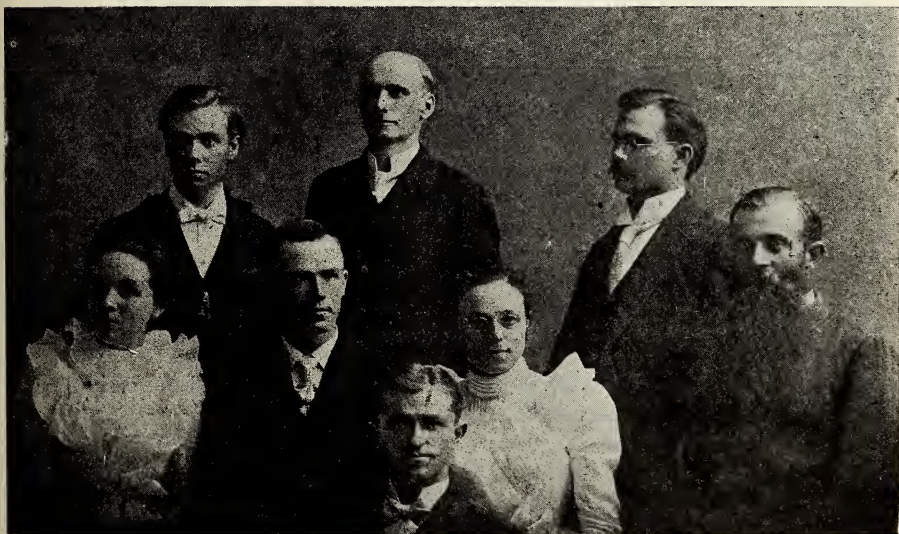
(Mrs. G. A. Linscheid)

Henry V. Wiebe

Samuel D. Haury

Peter R. Voth

Mary A. Wirkler
(Mrs. C. E. Krehbiel)



CLASS OF 1899

D. H. Richert

Bertha Krehbiel

(Mrs. Ed. W. Rupp)

Peter J. Friesen

J. J. Bannman

Andrew D. Schrag

John J. Becker

John F. Kroeker

Selma Eyman

(Mrs. W. R. Johnson)

In 1899 French was added to the offerings of the curriculum. It was a rather ambitious program for the young institution. The teaching of three foreign languages—French, Latin, and Greek—in addition to the courses taught in the German language would appear as a heavy load for an institution with only five instructors in the regular academic courses, and fewer than 125 students.

Student loads were cut down in 1900 from twenty-four hours to eighteen, but excess loads were allowed in the upper classes. Instructors' loads were still very heavy at the close of the century; from twenty-five to thirty hours a week. Of course, teaching in those days had not reached its present high degree of specialization, and the average citizen held firmly to the belief that a university graduate should be able to teach "anything," and that he needed but little preparation to teach it. The size of classes varied from one to thirty-five. In 1899 three classes reported one student each. These were, of course, all upper classes, but this difficulty continued for many years into the new century.

In the early years the problem of adding courses was taken care of mostly by adding an extra load on any instructor willing to offer himself as a sacrifice. Student assistants were also employed, especially later on as the attendance grew, and as better-prepared students became available for this purpose. In 1909 six such assistants were employed in the departments of history, mathematics, English, and German. In the same year the designations *Prima*, *Secunda*, *Tertia*, gave way to first-, second-, third-year as designations for the classes in the Academy.

3. *Art.*—During Kruse's connection with Bethel College, much interest was aroused among women students in "Domestic Art." Mrs. Kruse was an expert in needlework and soon succeeded in interesting the lady students in "fancy work." In 1898-99 she organized the Priscilla Club, the purpose of which was to foster interest in women's handwork. In 1901-1902 a department of Art Needle Work was introduced, with Mrs. Katherine A. Kruse as instructor. According to the catalog of that year, a wide variety of work was offered in this line such as embroidering, cut work, battenberg, and point lace, drawn work, hemstitching, crocheting, tatting, netting, raised work on canvas and artificial flowers in paper.

The work was open also to others than enrolled students, and both class instruction and private lessons were given. As in the case of art and elocution, the work did not carry any credit, i.e., it was not counted toward graduation. With the resignation of Kruse in 1902, the work was discontinued. This work is worthy of note in revealing an interest in and an appreciation of other than purely intellectual pursuits by those in charge of Bethel College.

Although the teaching of art was included in the original plans for Bethel College, work in art was not introduced until 1896. Miss Clara

Lemmon, of Newton, was engaged for this work, which included drawing, charcoal-, water color-, oil- and china-painting. That there was demand for such a department is shown by the fine patronage it received from the very first. For the first six years the enrollment in the art classes ranged between fifteen and twenty-five out of an enrollment that hovered around the one hundred mark for regularly enrolled students. Instruction in art was put on the same terms as instruction in music, in that the instructor received only the fees from her students and paid the College 10 per cent of this income for the use of its facilities. Miss Lemmon was succeeded by Miss Mary A. Wirkler (Mrs. C. E. Krehbiel) in 1899. The work of the department was continued in much the same way with fine success until 1902, when another change was made.



AN EARLY ART CLASS, 1898

In 1902, on the resignation of Miss Wirkler, Mr. C. Paulus was engaged as art instructor. Paulus was an artist by profession, his specialty being sculpturing and clay modeling. He had received his training in Germany and had lived in various parts of the world, including a long stay in Palestine. With his coming important changes were made in the work of the department. The 1902-03 catalog lists the following courses: geometrical drawing, painting and freehand drawing, modeling in clay or plasticine, and history of art. During his stay at Bethel College Professor Paulus received high recognition for his work from professional societies. At the Louisiana Purchase Exposition in St. Louis in 1904, "seven studies from the art department of Bethel College and of

oriental types in terra cotta by C. Paulus, art instructor at Bethel College, were on exhibition in the United States Section."¹⁷ In 1905 Paulus was invited to attend the opening of the Centennial Celebration of the Pennsylvania Academy of Fine Arts. Three busts made by him had been accepted for exhibition on that occasion.

In spite of high professional attainments, his European and Oriental background, and a somewhat one-sided personality, which made it difficult for him to adapt himself to new situations, proved a serious handicap. The College had gone to some expense to enable him to follow his specialty; but this type of work seemed to carry little appeal to students; they were interested mostly in drawing and painting. Classwork, consisting of two lessons a week of two hours each, was introduced with reduced prices for the lessons. These classes were open to any one who cared to take the work, but without success. In 1905, the board of directors noted "with regret that the art department has not grown, but rather declined in the last few years";¹⁸ hence they decided to employ a new instructor for the department. Paulus severed his connection with Bethel College in the spring of 1905.

Miss Elizabeth Wirkler accepted the place vacated by Paulus; the work of the department was reorganized along earlier lines, clay modeling being discontinued and pyrography (wood burning) introduced in its place. Thus, the department gradually regained its former popularity. Occasional public exhibits of the work of the department helped to maintain interest in the work. In 1909 the scope of the work in drawing was enlarged so as to raise it to the standards required for recognition by other institutions. It included water color-, oil- and china-painting, pyrography, freehand drawing, and mechanical drawing. Miss Wirkler remained with Bethel College for nine years, during which time the department enjoyed good patronage, classes ranging up to twenty-five in number in these courses.

4. *Commercial Courses.*—The establishment of a commercial department was also a part of the original plans for Bethel College. The board of directors did not see its way clear to establish such a department at the beginning, because of finances. That there was demand for such a course appears evident from the fact that already in 1896 a class in shorthand was organized with J. G. Ewert, a student, as instructor.¹⁹ Ewert was compelled to discontinue school because of sickness, but he announced in the *School and College Journal* that all students in his stenography class could continue the work by correspondence, free.²⁰

The board of directors in 1895 decided to introduce a commercial department on the same terms as the music department; namely, the free use of a room in the College building not equipped; the College to be reimbursed from the income of the department in case it equipped the room, and the instructor's salary to be paid from students' fees. The

first attempts to secure an instructor proved unsuccessful, but in 1898, C. N. Parsons, an experienced teacher in this field, accepted the offer. The basement room of the north wing was given over to the work, in which sixteen students were enrolled the first year. The department offered a business course and a shorthand course. The enrollment never exceeded twenty-five.

In 1905, a movement was started to establish a rival business college in Newton, causing some apprehension with the board of directors. The board took official notice of this in a resolution which stated that Bethel College was established at Newton in accordance with the wishes of Newton citizens and was trying to meet all justifiable demands made upon it.²¹ The matter got no further. It seems to have been merely a local manifestation of a widespread craze to dot the landscape with business colleges, similar to that twenty years earlier, to establish four-year colleges.

In 1906 Professor Parsons resigned because of ill health in the family, and F. M. Unruh was employed in his place. In 1909 the department was moved to Newton under the name Bethel Commercial College, retaining its organic connection with Bethel College. The attendance increased considerably, but internal dissension militated against the success of the enterprise. In 1910 the department severed its connections with Bethel College and became an independent institution which, however, was discontinued altogether a few years later.

5. *Elocution and Physical Culture*.—Another special department that had to await development of favorable conditions for its introduction was "Elocution and Physical Culture." This department was introduced in 1898 with Mrs. Gaston Boyd, of Newton, as instructor. It was conducted on the same basis as the other special departments. The aim of the work in elocution was stated to be "to enable the pupil to express himself in a full, pure tone of voice with good articulation."²² The work was, of course, optional. Mrs. Boyd severed her connection with Bethel College at the end of the year and Miss Linda Krehbiel (Mrs. R. S. Haury), of Newton, took over the work. The work was popular and the catalogs of those years list from twelve to thirty-four students as taking "elocution." Miss Krehbiel resigned the position in 1903. Miss Alice Martin, of Newton, was secured for the position, which she filled most acceptably for the next twelve years.

6. *Musical Organizations*.—The music department of Bethel College, in common with all other departments, had a modest beginning, with one instructor, B. F. Welty, and the following courses announced in the catalog of the first year: piano, reed organ, singing, and harmony. This catalog also states that "music shall be taught not merely as an ornament, but as a part of a complete education." The department was well patronized from the beginning, many students not regularly enrolled in the

College availing themselves of the instruction offered in the department. All the work, excepting singing, was given in private lessons.

The work with singing was intended to link up with the needs of the churches, the books used being the hymnals, both English and German, most commonly used in our churches. Group singing has been, in fact, one of the most successful phases of the work of the department. The class in singing devoted two periods a week to this work, and at first all students of the preparatory course were required to join the class unless excused by the instructor. Later, required membership in the class was confined to the *Tertia* and *Secunda* classes. Doubtless, these requirements were made with a view to raising the standards in music in the congregations. No formal recognition was given the work of the department in the regular curriculum toward graduation. It merely offered the student the opportunity to cultivate a native talent and to satisfy an innate esthetic sense craving expression.

The third catalog (1895-1896) announces a Teacher's Certificate Course with certain prerequisites for entrance and presumably a certificate on its completion though the early catalogs do not mention a certificate. Besides piano instruction the course included some knowledge of the reed organ and a year's work in musical history and harmony. Even though the emphasis during the early years was placed on instrumental and church music, choral singing was not neglected. The scant records of the first years leave the question of the earliest choral organization somewhat uncertain. A program at which "*Jesus von Nazareth—Eine Weihnachts-Cantate*" was sung, was given the first year at Bethel College; but the first notice of the public appearance of such an organization that has been found is of a rendition of the Oratorio-Cantata, "Jerusalem," on March 8, 1898.

The earliest mention of an Oratorio Society is found in the Eighth Annual Catalog (1900-1901). The statement in the catalog that "it is purposed to make the Oratorio work a permanent feature of the College" would imply that heretofore it had been more or less a tentative undertaking. The same catalog makes the first mention of "recitals" as a helpful part of the musical training offered by the College.

A strong impetus was given this work with the coming of J. W. Bixel as instructor in voice in 1902. He was a graduate of Northwestern Ohio Normal University and had devoted three years to the study of music in Europe. Well-trained and fired with enthusiasm, he threw the whole weight of an energetic personality into the work. The Oratorio Society made fine progress under his direction. Efforts were made to interest the choruses of nearby congregations in the work. In 1902-1903, a "mass chorus" of about one hundred voices, including members from neighboring Mennonite congregations, was organized, the chorus singing the oratorio, "Zion," as a part of the closing festivities of the school year.

Voluntary musical groups also sprang into existence during these years. The first issue of the *School and College Journal* (1896) mentions a double quartet as having been organized at an earlier date.

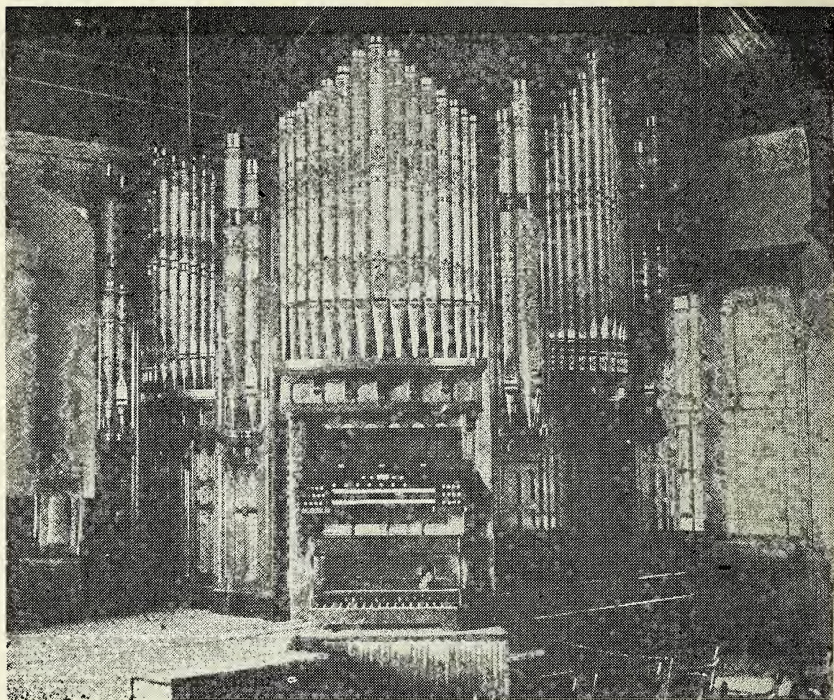
The brief mention made in the record of these specific organizations is sufficient proof that they were taken largely as a matter of course. It was not so with some other voluntary musical student organizations, notably the band and orchestra. Wide differences of opinion prevailed among the constituency regarding the ethical aspects of membership in such organizations. In some communities the young men could join the local band without so much as causing a stir; in other communities such organizations were regarded as an abomination before the Lord, and anybody joining one ran the grave risk of forfeiting his membership in the congregation. It is evident that the faculty did not find the problem an easy one to handle. It arose early in the history of Bethel College, however, and could not be side-stepped.

Owing to the incompleteness of the early records the story of the first few years is veiled in considerable uncertainty in this respect. The band seems, however, to have been a "going concern" in the closing years of the last century, as it was given permission to play religious melodies at the close of the rendition of Haydn's "Creation" on March 31, 1900.²³

In 1901, the faculty gave permission to a group of about fifteen students to organize a band, but declared against the employment of an outside director, as this "might alienate some friends of the school." The band was organized in 1901, twelve rules being laid down within which it was to operate. Among them were the following: Membership in the band, the instruments to be used, and the music to be played must be approved by the faculty; parents' consent must be obtained for membership in the organization; practices must be held at times and places specified by the faculty; and there must be no wearing of uniform or apparel resembling uniforms. Faculty approval was also necessary for public appearances of the band. At first, practices could be held only in students' rooms; later, on petition by the band, they were permitted in Belles-Lettres Hall, just below the chapel. In 1905 permission was given to organize a string orchestra under conditions similar to those specified for the band. Both band and orchestra found it difficult to maintain an organization, partly because of lack of students who could qualify for membership, and partly because of unfavorable attitudes outside of the institution.

The only instruments on which instruction was offered in the early years at Bethel College were the piano and the reed organ. A pipe organ was included in the plans for the music department from the very beginning. The income from the concerts given by the department of music was set aside for a pipe organ. The fund grew rather slowly. By 1900 about \$1,000 had accumulated. It was then proposed to borrow a suffi-

cient amount from the endowment fund to make the installation of a pipe organ possible. The amount thus borrowed was to be repaid from the income of the department. The plan met with favor, and the first pipe organ was installed in the chapel in February, 1902. It was a pneumatic-action type, two-manual, one-pedal instrument, consisting of a great-organ and a swell-organ, containing 1,207 pipes and 38 stops. It was installed at a cost of \$2,480, under a six-year guarantee.



FIRST PIPE ORGAN, 1902.

Before finally being accepted, it was tried out and approved by an impartial expert organist, Edward Kreiser, concert organist, who was secured for this purpose. On February 26, 1902, he gave two programs, a recital in the afternoon and a grand concert in the evening. He was assisted by local talent from Newton, which contributed vocal, violin, and cornet numbers to the program. This "approval" program was followed by a "religious dedication" of the instrument on Sunday, March 2, 1902, the program consisting of several sacred numbers on the organ, a dedicatory sermon by J. S. Hirschler, a dedicatory prayer, and several other musical numbers.

The organ was to be used in "Sunday services, in oratorios and other

concerts, and in special organ recitals." It was the first pipe organ in Newton and attracted considerable attention. It gave excellent satisfaction, excepting the method of supplying the compressed air, namely a rotary fan blower run by a gasoline engine placed in the basement. The puff-puff of the engine could be heard in the chapel during services, and an occasional stopping of the engine would somewhat disrupt the services at times. With the extension of the electric line to the college, the gasoline engine was replaced by an electric motor.

For obvious reasons the number of students in pipe organ study has not been very great. Interest in piano study was steady and increased with the attendance, although it fluctuated with fat and lean years among the constituency. In 1902 Mrs. Clara Rupp Welty was made assistant instructor in piano and reed organ, but lessons on the reed organ were discontinued a few years later.

Financially, the music department was proving an asset to Bethel College, since the College undertook practically no obligations in that respect. B. F. Welty had been employed on the following terms: (1) Bethel College was to furnish a studio for the department, and to announce the department in the annual catalog; (2) ten per cent of the tuition from Bethel College students was to be paid to the College; (3) the instructor was to play the organ for the Sunday services and on other occasions; (4) a "music school" could be started in the city of Newton at the discretion of the instructor. On Welty's resignation, Hirschler accepted the position on the same terms.

7. *Physical Training and Athletics.*—The attitude of the constituency toward physical training seems at first to have been one of indifference if not of apathy. Perhaps the constituency should not be criticized for this. Being predominantly rural, everybody was working and so had little need of special exercises to keep fit. Having a rather imperfect understanding of the needs of the human body and of the nervous strain of college life, there was little appreciation for the necessity of making provision for the physical needs of the body in a different mode of life. The field of physical exercise, too, can be cultivated quite readily by personal initiative and by appeal to the play instinct in youth. It doubtless was considerations like these that left board and faculty satisfied that physical exercise at Bethel College could take care of itself, for a time at least. No mention is made of physical training in the first five catalogs of Bethel College. Students were left to their own ingenuity in devising methods for keeping bodily fit. No facilities of any kind were provided for this purpose.

The introduction of "physical culture," directed but voluntary, is described elsewhere. These exercises included the use of Indian clubs, dumbbells, and other similar light gymnastics. The love of outdoor sports was, however, strong, especially among the men students, and

reference to a football team is found in the *School and College Journal* of February, 1897. A team of over thirty members had been organized the preceding year, but it was not looked upon with favor in any quarter—faculty, board, or constituency—the attitude of the latter, of course, largely determining the attitude of the former. The official attitude of the board may be gathered from an article quoted approvingly from *School and Fireside*.²⁴ The article expresses the hope that every state in the union would soon prohibit football, but the game continued to be popular with the students of Bethel College. Faculty vigilance was, however, not relaxed at any time. In 1901 the faculty adopted a set of regulations for playing football at Bethel College as follows:

Realizing the dangers in modern football, some of the objectionable features which have of late been introduced into the game at Bethel College, the faculty at their meeting on the 22nd of November placed the following restrictions on the game, so far as playing football at this Institution is concerned: "Football may be played at Bethel College only on condition that no running with the ball, interference, or mass plays of any kind be permitted."

The above regulation is hereby brought to the attention of the students. The faculty confidently expect the approval after mature reflection of the entire student body, and the willing support of all concerned in carrying out the above regulation which was framed for the general good.²⁵

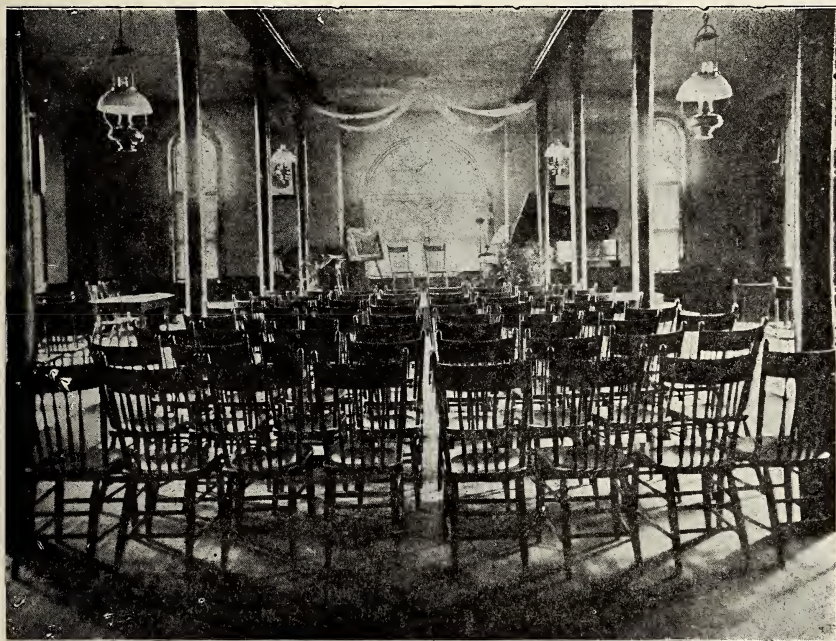
This was evidently an attempt to safeguard life and limb in the playing of football. While the effort to modify a nationally played game to meet local objections may seem amusing, it is, nevertheless, true that later changes in the game have been somewhat along the lines suggested in the above resolution.

Objections to such strenuous athletics as football were raised not only on the grounds of the physical danger involved, but on ethical grounds as well, especially among the faculty. Arguments like the following were used: Such games tend to disregard the rights of others; they seek the attainment of a goal regardless of means or of consequences to others; they take advantage of the weaknesses of others, outwitting or disabling opponents. In spite of objections and restrictions, athletic contests gained in favor with the students and assumed a more and more prominent place in student activities. Their popularity in the public schools, doubtless, was a large factor in fostering interest in them at Bethel College.

Other physical activities were not entirely neglected. The classes in "physical culture" had more appeal to women than to the men students, especially since they were in charge of women instructors. In 1903, in response to a petition to the board, signed by more than thirty students and approved by the faculty, a turning pole was set up. In the earlier years the games were strictly intramural, the faculty steadfastly refusing permission for outside games. A further attempt to curb the growing "menace" was by imposing scholastic requirements upon membership of

the team. Only students with an average grade of 85 per cent and no grade below 80 per cent were permitted to participate in the games.

8. *Literary Societies.*—The programs of the early literary societies at Bethel College were of the general type of the programs of literary societies of that day. Being the only extracurricular activity excepting music that received unquestioned approval from faculty and constituency alike, they played a prominent role in the early life of the institution. Public programs were given from time to time, being widely advertised



BELLES-LETTRES HALL (below Chapel)

and attracting visitors from considerable distances. The important feature of such a program was the debate, which at times stirred up considerable feeling.

Many of the questions discussed would probably have little appeal to the present-day student, but they were argued with all the earnestness and enthusiasm that a desire to win over an opponent can arouse in youthful minds. Such questions as ignorance vs. idleness as a cause of crime; the inventor vs. the reformer, or the warrior vs. the statesman as benefactors of mankind; or the relative importance of fire and water in human civilization—these and many others of a similar nature were argued with a fervor and eloquence that bespoke much careful thought and preparation. At times questions in the fields of sociology or eco-

nomics were also debated, especially when the atmosphere was highly charged with political emanations, as during presidential elections. As evidences, the following questions may be mentioned: "That the railroads of the United States should be under control of the government" and "That denominational schools should be abolished." Such brain teasers as "Who suffers more, the man who marries a woman he does not love, or the man who loves a woman he cannot marry" or the relative merits of belt and suspenders for holding up a man's trousers, or "Who leads a happier life—the king or the farmer?" formed a welcome diversion to the more prosaic questions.

The work of these societies had to be carried on under the banner of conservatism. In 1897 a parliamentary drill club was organized under the auspices of the Belles-Lettres Society. The club chose the name, "The Delta Phi Delta Society." It was requested by the faculty to change its name, as a Greek letter designation was considered "unsuitable." In 1901 the faculty prohibited putting "ladies on the programs for parts formerly reserved for men, such as debates, such forms of public appearance being considered by many of the patrons of the College as not appropriate for women." The first literary society "paper" appeared during 1897-1898 under the challenging name, "The Clarion." The faculty decided that all "papers" that were to be read before the societies must be submitted to the proper faculty representative for approval. In 1902-1903 a junior literary society was organized for the younger and less experienced students. It appears to have been very short-lived as no further reference to it can be found.

9. *Religious Life.*—The religious interest of the constituency was strong. This interest naturally expressed itself in a variety of ways in the life of the school. Daily chapel exercises of a devotional nature, attended by faculty and students, as well as evening devotions after the evening meal, were a regular part of the program. Voluntary groups for Bible study and religious discussion were common among the students. Sunday services of the local congregation were regularly attended by the students and faculty.

Church festivals, especially Christmas, were also observed from the beginning. Special programs were given before the opening of the Christmas vacation. In 1900 the students petitioned for permission to have a Christmas box as a part of the Christmas observance. The faculty gave permission for a short Christmas program by the students to be given between 8:30 and 9:00 p.m. However, there was to be no Christmas box in the ordinary acceptance of that term. If gifts are given, they should be alike to all; everything must be in accord with the spirit of the occasion.

D. Finances

1. *The Endowment Fund.*—If the friends of Bethel College felt

satisfied that with an endowment fund of \$50,000 the institution would be rid of all financial worries, they soon learned otherwise. The deficit of the first year has already been mentioned. It was followed by another the second and still another the third year. The next six years showed slight surpluses, but the tenth year again showed a deficit, and it was found that the four lean years had more than eaten up the surpluses of the six fat years.

There were a number of reasons for this. In spite of the fact that the endowment fund exceeded the goal set for it, the income from it was not quite up to expectations. (1) Some of the endowment had been invested in College buildings, which were not a source of income. (2) The many scholarships granted were a considerable drain on the income, though how great this drain was it is impossible to determine. (3) The establishment of other Mennonite colleges in the General Conference communities may also be considered a minor cause in diverting support from Bethel College to the locally established institutions. A larger attendance would, of course, also have helped to increase the income and thus to reduce the deficit.

Several causes operated to bring about the result mentioned. The principal cause was the failure by subscribers to the fund to pay the interest on their notes. If all interest had been paid promptly, there might not have been any deficits; at any rate they would have been much smaller. There were several reasons for this failure to pay. There were, of course, cases where financial conditions made payment impossible even with the best of intentions; but there were many cases in which payment was refused on the most flimsy pretexts. Perhaps in most cases credit should be given for honesty of conviction, but some reasons given seem at this distance quite farfetched. Concerts, the pipe organ, other activities of the College were called "vain things," harmful to the congregations, and were given as reasons for refusal to pay. Some claimed that the endowment fund notes were secured by misrepresentation. Personal feelings toward the business manager or some member of the faculty are also mentioned in the correspondence.

The manner of handling the interest payments through local representatives gave rise to misunderstanding and confusion. An occasional note of dissatisfaction is revealed in the correspondence even by staunch friends and supporters of Bethel College. There were instances, too, in which payment was refused out of sheer stubbornness. Not infrequently failure to pay was due to mere negligence, in which instances repeated notices brought the desired result. There were also heart-gripping letters from persons who had subscribed in good faith, and who were deeply convinced of the blessings an institution like Bethel College was to the Mennonite church, but who found themselves unable to pay for reasons entirely beyond their control.

These problems had to be met and adjusted as satisfactorily as possible. Some notes were returned outright to the maker when it was evident that failure to pay was due to no fault of his, and that there were no prospects of future payments. At times the matter was adjusted by a compromise, or the note was returned to the maker after the interest payments on the note equaled the face of the note. The most difficult cases were, of course, the blunt refusals to pay in which there were no extenuating circumstances. Such cases were at times referred to the deacons of the congregation to which the person belonged or even to the congregation itself. At times a note was returned to the maker after years of refusal to pay with the statement that it was left to the conscience of the individual to decide the moral question involved. Cases are on record where heirs of a deceased maker of a note refused to acknowledge the obligation incurred by the note. No case of any kind has been found, however, in which resort was taken to legal processes to obtain a fair settlement in such disputed questions.

The investment of a portion of the endowment fund in College buildings was another source of diminished revenue for Bethel College. If the endowment fund is invested in a building used exclusively for instructional purposes, the income from the investment may be nil; if invested in an income-producing building, such as a dormitory, the income will vary with the extent of occupancy of the building. Such an investment may at times be justified on the theory that "necessity knows no law." In the case of Bethel College the investment was probably justified by the difficulty of securing funds for building operations; Bethel College doubtless could not have opened otherwise for several more years. The use of endowment funds for purposes other than increasing the revenue of the institution is at best a questionable procedure.

The realization of the inadequacy of the endowment fund led to early attempts to strengthen it. The first such attempt appears to be the efforts begun in 1897 to collect a special fund of \$15,000 for the Bible Chair in Bethel College. Some of the story of this fund is told elsewhere.²⁶ Other efforts were made, urging the makers of endowment notes to pay these as the money could be invested by Bethel College at a higher rate of interest. Changes in tuition and fees were also made quite early with a view of increasing the income. In 1894 an admission fee of \$1 was introduced; in 1897 the tuition was increased to \$30 for the year; full tuition being required of a student taking more than a half course.²⁷ These efforts were, however, mere drops in the bucket.

No regular audits of the treasurer's books seem to have been made in the early years. There is record of an audit made in 1892, the year before school opened. The next audit was not made until seven years later, in March, 1900, when a committee of the board audited the records

of the treasurer and reported an income for the seven years of \$73,306.50 and an outlay of \$72,643.91, leaving a balance of \$662.59 for these years. From this time on the organization of the board included an auditing committee, elected from within the board, which submitted regular reports to the board and the Corporation.

In 1902, when enthusiasm for the deaconess work in Bethel College reached its peak, a letter was addressed by Bethel College to the businessmen of Newton, soliciting their support for the deaconess work. This letter contains the financial statement of Bethel College after nine years of operation. It is as of August 31, 1902, and is given here in full.

RESOURCES

Main Building and Steam Heating Plant.....	\$ 43,097.68
Dormitories, consisting of five frame buildings.....	11,345.00
Bills Receivable (Endowment fund notes outstanding).....	52,590.70
Furniture and Fixtures, Apparatus, etc.....	3,004.30
Musical Instruments, Pipe Organ, Pianos, etc.....	4,208.05
Library (Value of books on hand).....	2,244.10
Cash on hand.....	671.77
Sundry Accounts.....	2,104.56
College Lands valued at.....	4,943.94
Publishing Department (Stocks of books on hand).....	1,448.77
Total.....	<u>\$125,658.87</u>

LIABILITIES

Endowment Fund Subscriptions.....	\$ 65,006.00
Special Funds for the Chair of Theology.....	15,213.84
Sundry Minor Special Funds.....	3,726.93
Deaconess Home Fund.....	2,617.31
Building Fund	
Cash received account of Newton Subscriptions:	
(a) Cash received account of land.....	\$ 6,289.90
(b) Cash received account of subscriptions.....	1,407.75
Cash received from other sources.....	29,622.05
	<u>37,319.70</u>
Sundry Accounts.....	1,775.09
Total.....	<u>\$125,658.87</u>

The statement shows that the total income from Newton subscriptions and from the sale of donated land was \$7,697.65. The rest of the money required for the building and the \$50,000 endowment fund was practically all contributed by Mennonites. In a letter to Geo. W. Martin, Secretary of the Kansas Historical Society, under date of April 4, 1902, D. Goerz says, "The amount received from Newton people for the building fund is about \$10,000, besides the real estate donated, valued at \$5,000; our own people have contributed about \$110,000 to Bethel College."

2. *Scholarships*.—One of the incentives for obtaining contributions to the endowment fund of Bethel College while the project was under way was the offering of scholarships, or free tuition, for each \$100 contribution. The idea was not entirely new, for as early as 1889 the Kansas Conference made provision for the establishment of scholarships in the Halstead Seminary by congregations. At the third annual Corporation meeting in 1890, nearly three years before the opening of Bethel College, the total number of scholarships was reported as 72 of which 10 were perpetual (each for \$1,000 donation), 10 five-year (each for \$500 donation), and 52 three-year scholarships (each for \$100 donation). The men at the head of the Bethel College project probably did not realize what difficulties were inherent in the plan.

One difficulty was that the value of scholarships was expressed in terms of tuition rather than in absolute money value. This at once raised several questions. Tuition rates were different in the College from those in the Academy. Were the scholarships applicable to both on the same terms? How could a change in tuition affect the value of a scholarship? Were scholarships subject to sale and barter like other commodities? There was evidence that some of this was being done. Did scholarships apply to the new departments that were added from time to time and later on to summer school? In the case of "club" scholarships, if one member of the "club" failed to pay his share of the interest, was the entire scholarship invalidated, or were those who kept up their interest payments entitled to a proportionate share of the scholarship? (A "club" note was signed by all members of the "club.") Were they valid for fractional parts of a year or only for a full term's or a full year's attendance? What of students who did not take full work? The provisions of the charter pertaining to scholarships of deceased members also proved unsatisfactory.

Questions which arose from time to time could not always be settled to everyone's satisfaction. In 1895 the board passed a resolution invalidating scholarships claimed on notes on which the interest had not been paid; it also decided that in the case of club scholarships each member must have paid his share of the interest to maintain the validity of the scholarship. In 1897 another resolution made scholarships applicable for a full term's attendance only. Another resolution specified that claimants to scholarships on notes on which the interest is in arrears must deposit the full amount of the tuition until the interest has been paid before the scholarship becomes available. In the same year the board recommended that scholarships placed at the disposal of the board, or used by owners for others than relatives, be considered a loan to be repaid in time. In 1900 the board decided that applications for scholarships to be recognized must be made at the time of enrollment. In 1902 the board decided that on notes dated after April 1, 1902, if the

annual interest does not equal the amount of the tuition for the year, the difference must be paid in cash. The cash payment made was subtracted from the face of the note, thus reducing it. Other regulations adopted were: (1) the interest on all notes on which scholarships are claimed must be paid at the time of enrollment; (2) attendance on a scholarship must be consecutive, not simultaneous; i.e., a three-year scholarship means one scholarship for each of three years and not three scholarships for one year (1903); (3) the Corporation recommended that if possible new scholarships be made to cover only 50 per cent of a year's tuition; i.e., that a three-year scholarship be extended over a six-year period (1905); (4) and that students entitled to scholarships may not transfer these to other students without the written consent of the owner (1907). The drain on the finances of the institution by these scholarships is shown by the following figures for the years indicated, earlier figures not being readily available:²⁸

Year	Amount	Year	Amount
1900-1901	\$1,500	1903-1904	\$ 900
1901-1902	1,170	1904-1905	1,270
1902-1903	960		

In 1899 a total of 183 scholarships had been issued on a total enrollment of 401, thus nearly one-half of the enrollees had come in on scholarships. The matter was apparently assuming alarming proportions. The Corporation in November, 1906, adopted a recommendation submitted by the auditing committee: "That a fund be created in which are booked all contributions which do not bear interest." The reason given is "that in the course of time the endowment fund notes no longer represent the value they had at the time they were made, since they have been reduced in interest-bearing value through the use of scholarships."

The reception given D. Goerz by the well-known philanthropist and friend of the small college, Dr. Pearson of Chicago, is illuminating. Dr. Pearson, who had been liberal in his aid to small colleges, was approached by Goerz in 1902 for a donation to Bethel College. In answer to an inquiry he was told that Bethel College had an endowment fund of \$50,000. In reply to the next inquiry, "What more do you want?" he was told that the income from tuition was much reduced because of the many scholarships granted the first years. This explanation brought the explosive reply: "Then you made a mistake to begin with; and you won't get a cent out of me, not a cent." After such an outburst, of course, no further argument was possible, and Goerz had to return with empty hands. In contrast to this attitude Andrew Carnegie, who is referred to elsewhere, was not deterred by scholarships from opening his generous hand to Bethel College.

E. Public Relations

In these early days there was very little conscious effort put forth in the area of what would now be called public relations. Nevertheless, every phase of the program of the school affected its public relations. Here we refer to the local congregation, college publications, and the Western District Conference as factors influencing and portraying the situation in this general area of public relations.

1. *The Local Congregation.*—Proper nurture of the Christian life requires more than merely formal classroom instruction in religious branches, even though such instruction is given by well-grounded Christian teachers. It must have opportunity for expression through participation in religious activities and the proper observance of the means of grace so essential to a wholesome, developing Christian life. Devotional services in charge of an instructor were held every schoolday morning; in the evening the students conducted their own devotional services. Apparently there were separate meetings for men and women students at first; later (1908) the women students expressed a preference for joint meetings with the men, and thereafter the meetings were held jointly. The "week of prayer" was observed regularly; and, though there was no organized church on the campus at first, provision had been made by the board of directors from the first for regular church services in the Bethel College chapel. A Sunday school, a Christian Endeavor Society, and classes in catechetical instruction, composed mostly of students, were organized from the very beginning. Church services were in charge of C. H. Wedel and D. Goerz, the former having been designated "College pastor" by the board and the latter as "assistant pastor."²⁹ The action of the board in inviting larger group gatherings, such as Sunday school and young people's conventions, mission festivals, and other religious organizations to hold their meetings at Bethel College, may also be mentioned here.³⁰

With the organization of the Bethel College congregation an important step was taken toward the religious welfare of the student body. This organization was effected in December, 1897, under the name "Bethel Congregation at Bethel College."³¹ Herewith was raised the question of the relation between the College and the newly formed congregation. This relation was clarified in 1898 by a resolution adopted by the board of directors, by which the College and the congregation share responsibility for the Sunday services. D. Goerz had been elected by the congregation as its minister, and C. H. Wedel was appointed College pastor by the board. The Sunday school and the Christian Endeavor Society were placed under the supervision of the Church.

The College chapel was to be used for Sunday services, but the congregation agreed to adapt itself to any demands for the use of the chapel made by the board of directors. For many years the congregation was

given the use of the chapel free of charge. As early as 1899, i.e., two years after its organization, the congregation decided to pay the College \$25 for the use of the chapel. Donations, amounting at times to \$100, were made from time to time, though at irregular intervals, the donations being used principally for chapel improvement. It was a happy arrangement under the circumstances. The first congregation was small, only twenty-two members signing the constitution at its adoption. Considerably more than half of these were members of families directly connected with Bethel College. Faculty members have played prominent parts in the life and activities of the congregation throughout its history. All the services were conducted in the German language; English-speaking students living on the campus were permitted to attend English services in Newton.

2. *College Publications.*—The early printing for Bethel College was done mostly by a firm in St. Louis which was prepared to do the work in either German or English. This procedure was slow and cumbersome, and the correspondence pertaining to this work is exceedingly voluminous. Manuscripts, proofs, corrections, etc., of catalogs, of the College paper, the *School and College Journal*, of the books by C. H. Wedel, and of miscellaneous items necessitated much writing back and forth; but, excepting for the delays due to distance, the service seems to have been satisfactory. In 1898, the printing of the *Monatsblaetter* was transferred to Newton.³²

In 1902, the College set up a small print shop of its own, a "Little Model Printing Office" being purchased for this purpose.³³ The chief aim was to print the College paper, but a little commercial printing, such as letterheads, was also done. An addressograph was added to the equipment in 1905, but the venture did not prove successful. The setting of type was all done by hand; expert help, such as is required for the operation of even a small printing establishment was not available, and after four years of rather unsatisfactory operation, the business manager decided on a change.

In 1906, D. Goerz, business manager, made an effort to induce J. J. Wiebe, of Lehigh, owner of a small printing business at that place, to purchase the College print shop and move his entire business to Newton. Wiebe seemed willing to purchase the shop, but was not ready to move to Newton. Since \$1,100 had been invested in the little print shop by this time, Goerz intimated that if no one suitable could be found for operating the shop it would be sold.³⁴ This was finally done, and the first venture of Bethel College in this field thus came to a somewhat inglorious end. No further efforts along this line were undertaken until the administration of President Ed. G. Kaufman, the necessary printing in the meantime being done mostly by local printing establishments.

The first Bethel College paper, the *School and College Journal*, a

monthly publication, had its origin in a resolution adopted by the Bethel College board of directors on November 27, 1895. The first issue was dated January, 1896. According to the resolutions of the board, D. Goerz was made managing editor with the privilege of employing other faculty members as assistant editors, but his name was the only one to appear on the paper. The subscription price was 25 cents a year. Its eight pages contained approximately three pages of advertising and about two-and-one-half pages each of German and English reading matter.

The purpose of the publication as stated in the "Salutatory" was: to keep the friends of the College and of education, and more specifically the members of the Corporation, informed on the work of the College. It declared its columns open to such contributors as "specialists" for objective treatises, to teachers for exchange of experiences, to students for reports, communications, essays, and to others for requests for information, correspondence, etc. It apologizes for appearing in English and stresses the importance of the study of English. An article on the necessity of a library; a notice of the first donation for Bethel College from Russia, 100 rubles by Reverend H. Dirks; another of the organization of classes in art and in elocution and physical culture, also the proposed addition of a commercial department; a reference to the literary societies; and a financial statement of Bethel College for 1895 filled the eight pages of the paper.

These items were innocent enough in themselves; but the invitation to friends and "specialists" to avail themselves of the columns of the paper received a ready though not always the most friendly response. The very next issue, that of February, 1896, came out in an eighteen-page edition, in an effort to discuss the flood of issues, and answer the multitude of questions raised in response to the above invitation. Some of these issues or questions merely skimmed the surface; but some of them dipped deep into the heart of the Mennonite educational problem. A few of them were: Why so many advertisements in the paper? Should it contain more articles in the German language? Should Bethel College devote itself exclusively to the preparation of ministers, missionaries, and other religious workers? What of the "socials" of the Christian Endeavor Society of Bethel College? It is evident that some of these issues have not been settled to everyone's satisfaction even today and, doubtless, will not be, until "that which is perfect is come."³⁵

The next, or March number of the paper, contains an article which unmistakably reveals marked differences of opinion among the constituency regarding the aims and purposes that Bethel College should set for itself. The article clearly implies, too, that criticism regarding the religious teachings at Bethel College were already afloat. As in nature, a volcanic eruption is generally followed by a period of relative calm. The paper apparently served a useful purpose as a safety valve.

In the same year the *School and College Journal* was made the official organ of the board of directors. The German Mennonite Teachers' Association gave the newcomer a hearty welcome and promised its support. The visit of D. Goerz to India with its side-trip to Russia resulted a few years later in a change in the management of the paper.

Beginning with 1903, the paper was published in separate English and German editions under the names of *Bethel College Monthly* and *Monatsblaetter aus Bethel College*, respectively. D. Goerz was editor of the German edition with C. H. Wedel as collaborator. G. A. Haury assumed the editorship of the English edition. Much of what appeared in these papers was of more than merely temporary interest or value. Travelogues, articles from mission fields, book reviews dealing with Mennonite history and doctrine, contributions from Russia to the *Monatsblaetter* describing the activity of the Mennonites in that country, original articles from the pens of faculty members, alumni, and ex-students, besides items of local interest are found in the issues of these years.

One can not fail to be impressed with the mutual interest in Mennonite activities in this country and in Europe revealed in these publications. Bethel College seemed in a fair way to become a bond that would link the efforts of the General Conference Mennonites in America and the Mennonites in Europe in the field of Christian education. Much of this was, however, due to the indefatigable labors of one man, David Goerz. On his return from Russia he established several agencies for the Bethel College publications, the *Monatsblaetter*, and the books of C. H. Wedel in Russia and also in Canada. When he passed off the scene and his work passed into the hands of younger men who lacked his personal contacts and his intimate acquaintance with European Mennonites, a rapid decline in this respect began with an eventual total collapse of all such efforts. The great distance separating the two groups, the gradual loosening of the bonds among the younger generation which had effectively united the immigrants with their brethren in the mother country, differences in language, in environment and in cultural development—all had a tendency toward a gradual drifting apart of the two groups. Bethel College has thus become the educational center primarily of the General Conference Mennonites of the Middle West.

3. *The Western District Conference.*—The resolution of the First Western District Conference in 1892, which closed the Halstead Seminary and entrusted its educational work to Bethel College, left the question of the relation between the Western District Conference and the Bethel College Corporation open. The relation of the Halstead Seminary to the Conference was clear since that school was operated by the Conference as a branch of its work. The relation of the Bethel College Corporation, a privately owned and operated organization, to the Conference was not even hinted at in the above resolution. It would seem almost self-evident

that since a particular phase of the work of the Conference had been given over to the Corporation, the latter would report to the former. The relation was in a way that of servant to master, and for the best cooperation the master would desire a report and the servant would be willing to give an account of his stewardship. However, no report was given to the next two Conferences, those of 1893 and 1894.

A possible explanation may lie in the fact that prior to 1892, the two organizations were going each its own separate and independent way, without reference one to another, and that the momentum thus acquired simply carried them on in the old ruts until some unusual circumstance would call a halt. Without official knowledge or sanction of the Conference there had sprung up in its midst a number of organizations: young peoples' societies, Sunday school conventions, teachers' institutes, and the like. For closer affiliation of these activities with the work of the Conference, the Western District Conference of 1894 adopted a resolution giving "delegate" representation at the Conference sessions to these organizations and in a separate resolution extended this privilege also to Bethel College. Accordingly, a lengthy report was given by the representatives of Bethel College to the Fourth Western District Conference in 1895.

As may be expected in a first report it was clearly an attempt to present the case in the most favorable light possible and to clear up a situation that in some respects appeared shrouded in considerable darkness. Some of the important points in the report were: The Conference seemed unable or unwilling to carry on the educational work among the Menonites; it entrusted this work to the Corporation in the belief that it could cope more readily with the difficulties of such an enterprise than could the Conference; Bethel College was continuing the work of the Halstead Seminary by taking over its teachers and embodying in its own enlarged curriculum the curriculum of the Halstead school. This situation was very happily expressed in the phrase: "The old garment has been completely worked over into the new one."³⁶ It also called attention to the greatly increased facilities of Bethel College and emphasized the efforts it was making to serve the needs of the churches; urged the churches to make the fullest use of Bethel College graduates; and to encourage their young people to attend Bethel College rather than other institutions of higher learning.

In accordance with a resolution adopted by the Corporation at its 1895 meeting, the report asked for a day of prayer for Bethel College and intimated that financial contributions would be welcome. The suggestion of a day of prayer for Bethel College met with favor. The opening day of the school year was set aside by the Conference for this purpose. This action of the Conference was, however, viewed with alarm in some quarters. Some wondered why with such an "enormous endowment fund"

offerings in the churches were still necessary and concluded that "they must be carrying things pretty high there." Others went so far in their opposition as to quote Scripture: "And he said unto them, Ye are they which justify yourselves before man; but God knoweth your hearts; for that which is highly esteemed among men is an abomination in the sight of God."³⁷ These, however, were isolated cases, and the record shows that the day of prayer was quite generally observed in the churches and that offerings also were taken. These at first were quite small averaging perhaps \$5 — \$10 per congregation, but, with the beginning of the new century, they showed a marked increase.³⁸

Only brief oral reports of Bethel College were given to the next two Conferences in 1896 and 1897, respectively. The Conference Committee on Schools and Education which had been instructed by the Conference to visit Bethel College gave very favorable reports on the work. The Conference of 1897 changed the wording of the resolution of the Third Western District Conference authorizing "delegate representation" of the organizations there mentioned to "representatives with rights of deliberation." Regardless whether "delegate" or "representative," the action of the Conference in giving this additional official recognition to Bethel College was a step in the right direction. It gave an opportunity for smoldering embers to burst into flame; but open discussion, whether friendly or hostile, is always to be preferred to undercover criticism and attack.

The establishment of the Biblical Institute at Bethel College was received cordially by the Conference, but it at once raised the question of increasing the teaching force in the department and thus of increased financial burdens. The business manager of Bethel College, D. Goerz, had offered early in 1897 "to attempt collecting a special fund of \$15,000."³⁹ The purpose of this fund was not specified at the time, but in the light of later developments it seems to have been intended more especially for the support or expansion of the Bible Department at Bethel College. Considerable misunderstanding seems to have sprung from this action of the board as will be seen later.

a. *The "Chair of Theology."*—The Eighth Western District Conference in 1899 received a lengthy report from Bethel College which deserves special mention because of the note of warning that it sounded in discussing the religious attitude of our Mennonite young people. The report states that there was still much interest in religious studies among our youth, but whether this interest would be maintained in the future would depend upon what Bethel College and the congregations can do to foster it. It goes on to say that our young people were beginning to take a "where can I get the most for the least money" attitude; it stated that Bible study was one of the most expensive kinds of work for Bethel College, because of the small classes, and that at the same time the work

was among the least remunerative for the student who plans to give his services to the church. Our young people, it continued, were therefore beginning to turn away from religious to the more remunerative secular work. It made a tentative suggestion that religious instruction at Bethel College be given free or nearly so, in order to encourage young people to take more of this work. It asked, finally, whether the Conference could devise means by which the present high level of instruction in this field could be maintained or even raised, in order to place it on the same level with that of other denominational schools.

The discussion following the report led to the adoption of a resolution "that the suggestion for a Chair of Theology⁴⁰ for the training of evangelists and mission candidates under the auspices of the Conference and the direction of the Bethel College faculty" be tabled until the next Conference, but that a committee be elected to look into this question and to submit to the next Conference session a "considered" proposition. A second resolution authorized the soliciting of funds for the Chair of Theology in the congregations. The Conference failed to elect the designated committee and so nothing was done in the matter.

No report was given to the Ninth Western District Conference in 1900, doubtless because of the absence of D. Goerz on his mission of mercy to the famine sufferers in India. The Conference elected a committee which was to prepare a proposition to be laid before the next Conference session regarding the "employment of an instructor in biblical branches and Mennonite history for the training of suitable persons for work within the Kingdom of God within our denomination."

The solicitation of funds for this purpose was to be continued and the money so collected was to go into the Conference treasury to be administered by the Conference treasurer. Evidently this plan was at variance with the plans of the Bethel College Board as related above. The committee elected for this purpose consisted of G. Penner, C. H. Wedel, P. Balzer, C. Krehbiel, and D. Gaeddert. The Conference also requested that Bethel College faculty members visit churches with a view to promoting interest in education by addresses and personal contacts.

The Tenth Western District Conference in 1901 received a long report from Bethel College which struck a rather anxious note. It deals at some length with the relation between the College and the congregations. Bethel College "does not wish to run ahead of existing needs in the congregation; it does not seek to create new needs in the congregations, but it does desire to meet existing needs. The College does not stand over but under the churches; it seeks to serve, not to rule. It desires to remain within the bounds suggested for it by the Conference."

The immediate occasion for this declaration seems to have been the question of who should be admitted to the Evangelists' Course in Bethel College. The question appeared so important that a special committee

was elected to make a recommendation to the Conference on this point. The recommendation of the committee was that, in accordance with Mennonite church policy, only persons recommended by a congregation should be admitted to this course. It was adopted by the Conference and averted a threatened clash between College and congregations on a point on which neither side had as yet had an opportunity to take a definite stand.

This report also speaks of the interest the Mennonites in Russia were taking in the work of Bethel College. It was intimated that their collaboration in establishing a mission-seminary at Bethel College was in prospect, as they too favored preparing our mission workers in our own school, rather than in those of other denominations. The suggestion was the result of contacts made by D. Goerz with these brethren on his return from India via Russia.

b. *Diverging Paths*.—The special committee elected at the preceding Conference session to report on the Chair of Theology was not ready with a report and was continued with instructions to continue its work. J. S. Hirschler was elected to the committee in place of D. Gaeddert, deceased. The report of this committee to the Eleventh Western District Conference in 1902 carried potential explosives. That no explosion followed was due to the wisdom and moderation of the committee, which presented a report couched in brief but moderate words, and sufficiently comprehensive to bring out the magnitude of the problem involved and the difficulties with which it was surrounded.

The committee reported that it was not in a position to submit definite plans to the Conference in the matter assigned to it, because it had been informed that "Bethel College had already settled this point."⁴¹ Whether or not this was done in accord with Conference wishes, the committee did not undertake to say, but it did suggest that the Conference give expression to its attitude toward this matter. The report called the attention of the Conference to the many important questions and the many different wishes that must be taken into consideration in connection with this problem. Some of the questions asked were: Are our congregations ready to go beyond the present offerings of the Bible- and Evangelist courses in Bethel College? Do they favor two teachers in this department or only one? If the former, should the Conference not seriously consider the additional cost? If a second instructor in this field is employed, would it not be desirable to secure the cooperation of the Mission Board, with a view to giving our mission workers their preparation in a Mennonite institution? The report closed by expressing the hope that the views and considerations contained therein would receive a friendly reception at the hands of the Conference.

The discussion raised a number of other questions. What was the purpose of the special fund already collected by Bethel College: to make

more secure the already-existing Chair of Theology or to establish another such "Chair"? If the latter, who would employ the new instructor, the Conference or the Corporation? The Conference finally voted to lay the report on the table until the next Conference session, with the proviso that it form a part of the Conference minutes, but that it be not published. A new committee, consisting of J. R. Toews, C. H. Wedel, Wm. Galle, H. R. Voth, and H. P. Krehbiel was elected with instructions to continue the work. Like the former committee, it was composed exclusively of ministers.

That the situation harbored dangerous possibilities within it would seem clear. Doubtless the report of the committee to the Twelfth Western District Conference in 1903 as well as the report of Bethel College was awaited with interest if not with forebodings in some quarters. The report of Bethel College to this Conference is the first one to be signed "*Das Directorium*," which would in itself seem significant. It is very lengthy and undertakes in considerable detail to clarify the situation regarding the Chair of Theology, at least from the point of view of the board of directors.

The main points emphasized in the report are: Already in March, 1897, the board had begun the solicitation of a fund of \$15,000 for this identical purpose,⁴² but that there had been no thought then of enlarging the Bible Course; that C. H. Wedel had been called officially to this position and that so far as the board was concerned, this matter had never been thought of or presented in any other light than the employment of an assistant to C. H. Wedel in case of expansion of the Bible Course, and not of a second instructor co-equal in rank with Wedel. It stated further that the thought of a second instructor in Bible originated with the Conference⁴³ two and one-half years after the first steps in the matter had been taken by the Bethel College board of directors; that the Corporation in 1901 had favored the expansion of the work in Bible by the employment of an assistant in the department; that the additional expenses involved could possibly be covered by increased donations and "by continued solicitation for the special Chair of Theology already begun."⁴⁴

However, the Western District Conference in 1902 had instructed its special committee to work out a plan for establishing a Conference Chair of Theology. In accordance with these instructions the committee recommended to this Conference session (1903) the creation by the Conference of a standing six-member school committee which would establish and control the Conference Chair of Theology, if the Conference decided to go through with the plan. This school committee would collect and administer all funds for this purpose and submit annual reports to the Conference. The fund collected for this purpose was to be big enough so that the interest from it, with other income, would cover all expenses.

The new Chair was not to be established until the necessary funds had been collected, even though several years might be required.

The report further stated that the Conference felt obligated to contribute its part to a wider and more complete theological course than is offered in our present schools; it recommended that the school committee be instructed to continue its work and to take the necessary steps for establishing a Conference Chair of Theology; it concluded, that such a chair must of necessity be established in connection with already-existing institutions. It emphasized the importance of clearing up the whole situation and suggested as further steps in the work of the committee the drawing up of a constitution for the operation of the school and also of a curriculum for the proposed work. These recommendations were to be submitted to the next session of the Conference for approval.⁴⁵

c. *Wiser Counsels Prevail.*—That the Conference and the Bethel College Corporation were working at odds in this matter is clear; the necessity of clearing up the situation as suggested by the Conference committee is evident. Both organizations were working toward the same end but following different paths. To what extent personal ambitions were responsible, and to what extent honest differences of opinion regarding the best policy to be pursued, or whether mere prejudice or lack of understanding of the situation prevailed is not for us to decide. The motives, the sincerity of purpose of no one need be questioned, even though the situation assumed aspects that may in some ways appear regrettable.

Doubtless, the leaders knew what they wanted and had their plans for getting it. Not so with the average church member. With a Chair of Theology already established in Bethel College, and solicitation for it under way; with a similar Conference Chair; and with a confusion of terms "Bible Course," "Chair of Theology," "Evangelists' Course," "Biblical branches," "Theological branches"—used indiscriminately in reports and discussions—the situation must have appeared rather muddled to the average person. Yet the Bible Chair in Bethel College was a going concern, while the Conference Chair of Theology was still only an abstraction in the minds even of its proponents, the realization of which was a question of an uncertain future.

It is, therefore, not surprising that this report of the special committee to the Conference did not meet with a very enthusiastic reception. The discussion following the presentation of the report finally came to a head in the question: Do we really need a second Chair of Theology? The reply of the Conference was: "Bethel College goes as far at present as our congregations desire it to go." The special committee was discharged with thanks and its plan tabled until the next Conference. At its 1904 session the Conference declared in a resolution that it did not consider the time ripe for the establishment of a Chair of Theology. Thus, the matter was put to rest, for the time being at least.

This action, however, caused some murmurings in the congregations, as some contributions for the Bible Chair in Bethel College had been given under the impression that they were for the Conference Chair. This only testifies to the wisdom of the Conference's action. There was still too much confusion extant in the communities on this matter to promise any great degree of success; and any other action of the Conference would have led to one of two alternatives: the establishment of another Bible Chair in competition with the Bible department of Bethel College with an additional financial burden on the congregations, and other undesirable results; or the taking over of the existing Bible Chair in Bethel College by the Conference, which would have but little affected the status of the Bible instruction, but could lead to much confusion.

F. Summary of the First Decade

With the close of the year 1902-1903 ended the first decade of the work of Bethel College. The total number of students enrolled during this period was 631. Of these 454 were male and 177 female students. Kansas had furnished 534 of these, other states and Canada 92, and Russia, 5. Of these, 112 had taken up teaching, and 24 had become ministers, missionaries, and evangelists. Geographically they ranged as far north as Canada, as far east as the Atlantic, and as far west as the Pacific Ocean. Their influence was beginning to spread into foreign countries, too, including establishment of mission stations in India. President Wedel in his Tenth Annual Report to the board of directors says that it still remains to be proved whether our people are able and willing to maintain a college, even a modest one. One need not be surprised at this in view of the uncertain finances of the institution, the frequent changes in faculty, the apparent differences of opinion in the Conference and constituency, and a rather slow growth in attendance. Frequent reference is made in the reports to the small upper classes. An interesting sidelight in the report is the statement that Bethel College has "no life-endangering ball games, no nonsense of college yells."

The situation was, however, not without its encouraging features. Bethel College was well on its way to fulfilling its mission: the attendance, while not revealing a phenomenal growth, was doing considerably better than holding its own; a fair percentage of the students were serving Mennonite churches and communities; and the more than six hundred students during these years, must have acted as a leaven that, even if it did not leaven the whole lump, must have exerted a wholesome influence in many Mennonite communities distributed far and wide over the country. The editor of the *Bundesbote*, S. F. Sprunger, in the course of his travels through the western churches in the interest of the publication work says, the "footprints" of Bethel College can be seen in the churches, and that already it has become a "power for good" in the communities.

CHAPTER VII

THE LATER YEARS OF THE C. H. WEDEL ADMINISTRATION

In the following discussion of "The Later Years of the C. H. Wedel Administration" the material is grouped under the following headings: Internal Development, Building and Finances, Public Relations, and the Passing of the Pioneers.

A. Internal Development

1. *Faculty Changes.*—The resignation of A. S. Hirschler was followed by a number of rapid changes in the department of mathematics, namely by J. R. Thierstein (1903-1904), A. J. Gerber (1904-1905), and J. H. Enns (1905-1906). In 1906 D. H. Richert took over the position and held it until 1946 with the exception of the year 1908-09 when he was on leave of absence. F. J. Isaac substituted for him during the year.

In 1908 P. D. Amstutz, of Bluffton, Ohio, was called to the position of instructor in history and English literature. He had been a student at Ohio Normal University, Ada, Ohio, and had been instructor in the public schools of Ohio. He was also given the position of superintendent of the new ladies dormitory and steward of the girls' boarding hall in the new building. He resigned after one year's service because of ill health in the family.

In 1909 Emil R. Riesen joined the faculty as professor of German and education. A graduate of the University of Kansas, young, able, enthusiastic, and thoroughly interested in education, he brought to the newly created position ideas and methods which proved of lasting influence and value. His was doubtless the most important single influence in the forward movement that began toward the close of the first decade of the present century. In the following year, 1910, Miss Lena B. Hunzicker was called to teach history and rhetoric. In 1911 she was made librarian and professor of history. The work in the social science field was being expanded by the introduction of a course in economics and one in sociology.

The frequent changes in faculty during these early years were due to several causes. The growth of the institution, failing health, insufficient remuneration, misfits, misunderstandings—all played a part in these changes. There was, however, no dearth of applicants. The correspondence reveals a multitude of inquiries about possible vacancies. In 1902 the board of directors adopted a resolution that a non-Mennonite may not be given a permanent call to Bethel College, but one that may be re-

newed from year to year. The board found frequent occasion to apply this principle in practice.

2. *Music*.—In 1903 the Newton Oratorio Society, which was under Bixel's direction, joined the Bethel College society. Gounod's "Redemption" was presented during that year. In 1906 the Society sang the "Messiah" in Newton to the accompaniment of the Chicago Symphony Orchestra. Much favorable comment was given the work of the Society during these years by local papers and music lovers. While the department of voice training received quite liberal patronage during these years, Professor Bixel's time was not fully occupied, and in 1905 he began to divide his time between the Lutheran College at Winfield and Bethel College.

The resignation of B. F. Welty in 1906 was followed by the appointment of D. A. Hirschler, who was given the position of musical director and professor of instrumental music. Hirschler was an accomplished musician who had received his musical training at Oberlin College. In 1907 a Men's Glee Club was organized; it was a tentative undertaking at the time, but three years later it had won a place as a permanent organization of the College.¹

On the resignation of Bixel in 1908, D. A. Hirschler also took over the direction of the chorus, and under his capable direction the high standards of the preceding years were maintained. Only high-class compositions were studied, and for a number of years the programs of the Oratorio Society formed a regular part of the closing exercises of Bethel College. But few changes were made in the Teachers' Certificate Course during these years, though some optional courses—theory of music, counterpoint, and others—were made available. No successor to Bixel in voice training was found until 1910, when Miss Helen Hoisington, of Newton, was employed in this capacity.

An effort to expand the department was made in 1910 when H. H. Ryan gave instruction in violin at the College on the same terms as the other instructors in music. However, the arrangement failed to work out satisfactorily. After a year's trial, the matter was dropped, mainly because of a lack of students.

3. *Literary Societies*.—During the last years of the first decade of the present century, it became evident that these societies were approaching a crisis, and that their future was becoming questionable. It is evident from the frequent reorganizations as well as from other problems that these societies caused more or less turmoil. In 1907 the faculty considered a complaint that the societies were running too much to music; complaints that they were interfering with regular class work also became insistent. In 1909 a reorganization of the Academy literary societies resulted in the Lincoln Society for men and the Sunflower Society for women. They gave their programs alternately in the English and Ger-

man languages, respectively. A College men's debating club, called the Senate, was organized at the same time, but owing to the dearth of men students in the College it, too, was only shortlived.

In 1910 the question of using the chapel for the meetings of the literary societies was referred by the board of directors to the faculty and to the business committee for action. Since the chapel had heretofore been used only for strictly religious gatherings, there was much hesitancy to allow its use for other than such gatherings. Since it seemed the only way out of a highly congested situation, the change was made. A suggestion that since the room was no longer to be used for strictly religious purposes, its name be changed to Assembly Hall was laughed out of court.

Little interest in oratory was apparent during the early years, the literary societies presenting the only opportunities in this respect. To stimulate interest in this activity H. P. Krehbiel, of Newton, offered a prize of \$10 in 1910 to the winner of an English oratorical contest. Such a contest was actually held on May 18, 1910. Three contestants took part. The winner was E. E. Leisy, now professor of English in Southern Methodist University, Dallas, Texas. In the same year Mrs. D. Goerz offered a similar prize of \$10 to the winner of a German oratorical contest. This offer, too, bore fruit, and such a contest was held, but details regarding it are lacking.

4. *Laboratories*.—The first mention of a laboratory fee in chemistry is found in the catalog for the year 1901-1902 and was \$1.00. In 1906 P. J. Wedel offered to duplicate any appropriation up to a fixed amount made by the board for the purchase of laboratory apparatus for the department of physics. The offer was accepted by the board and this was the beginning of the physics laboratory at Bethel College. Together with apparatus already on hand it made possible the introduction of individual laboratory work in physics. This contribution was not by any means the only instance of its kind. Such contributions helped materially in building up the science department both prior to and after the date mentioned. More often than not, the biblical injunction, not to let the "left hand know what the right hand doeth" was observed in these cases.

In 1908 the board accepted a schedule of laboratory fees, suggested by P. J. Wedel for the courses in botany, zoology, chemistry, and physics. The work in these classes was thus set firmly on its feet and instruction was modernized. Attendance in these classes was keeping pace with the attendance in other classes and with the increase in general attendance. The board, too, assumed a more liberal attitude toward this type of work, and laboratory facilities not only were increased but also modernized. The advent of gas on the campus meant the replacing of the old alcohol lamps by gas burners; similarly electricity replaced the old wet

or dry cells which previously had been the only source of the electric current. Also the piping of city water to the campus did away with the hand-carried water buckets and the earthenware crocks which hitherto had done duty as sole receptacles for the waste products of the laboratories.

Until 1911 there was only one instructor for all the science courses taught in Bethel College. It was not an easy matter to maintain a balance between the different departments of such a large field. There is a constant temptation to build up one's favorite field to the neglect of others, which must be resisted. The modern college instructor who confines himself to his own specialized field can hardly appreciate the difficulties of keeping up a proper balance of courses, a proper distribution of emphasis in the field, and the proper expenditure of funds over so large a field.

5. *Athletics*.—Perhaps the truest indication of student sentiment regarding the condition of athletics at Bethel College is a cartoon in the first annual, *Echoes*, published in 1908. The cartoon harks back to the ancient Roman gladiatorial combats. It pictures an amphitheater with the students sitting in one section and the faculty in another. In the arena a lion (tradition) lies quietly at rest, while a gladiator holds the limp body of a fair lady (athletics) up before the spectators for a final verdict on her fate. The verdict of the students is, of course, a universal "thumbs up," but of the five faculty members only one shows an up-raised thumb, three signal "thumbs down," and the fifth sits in a non-committal attitude with arms folded across his chest. The cartoon, while excellently done, is hardly fair to the faculty which here, as in so many other cases, found itself between two fires: a constituency, very definitely opposed to intercollegiate athletics, on the one hand, and an over-zealous student body just as definitely favoring them but with only a faint realization of all that the question really involved.

There was, however, a gradual relaxation in the attitude toward athletics. Games with other teams were permitted, especially toward the close of the first decade of the present century, but only on the home grounds. "Games elsewhere seem unsuitable for a school like ours" is one comment on this subject.² Permission was, however, given for an outside game in March, 1908, but a request in the same year by the basketball team to play five games away from home was tabled by the faculty. "The question of an institution like ours participating in such athletic contests is still unsettled," was the reason given. The faculty was still experimenting with the sentiment of the constituency on the question of intercollegiate sports, and, as may well be believed, was definitely responsive to such sentiment.

On the question of the necessity of systematic physical training for college students a gradual change was taking place. Slowly students,

faculty, board, and the constituency had come to pretty nearly unanimous agreement, though there were some die-hards also in this matter. The agitation by alumni and ex-students for a gymnasium during these years brought the matter home to the constituency in a manner not heretofore realized. Systematic physical training exercises were finally begun in 1910, with B. P. Heigele, then secretary of the Newton Y.M.C.A., as director. One period a week was devoted to this purpose, but even then the question, "Why a gymnasium?" could not be answered to everyone's satisfaction. Even after the building was completed and systematic physical training was made a requirement for all students, the faculty found it necessary to grant exemption from this requirement to a few students because of parental opposition. Such exemption was granted upon written request of parents or guardians. The opposition, however, gradually subsided.

The present College colors, maroon and gray, were chosen by the senior class in 1907 in consultation with Professor G. A. Haury. Inconsistencies in faculty action are especially noticeable in connection with decisions on band matters and on extra-mural athletic activities. On these matters the constituency held widely different views.

6. *Museum*.—During most of these years the museum was everybody's business and, therefore, nobody's business. Donations to the museum were given to some faculty members who placed them in the room set aside for this purpose wherever there was available space. No record was kept and the specimens were not always labeled. In 1908 in an article entitled, "A Museum a Necessity," P. J. Wedel made an effort to bring some order out of the chaos.³ Especially stressed in this article was the value for instructional purposes. The attention of the constituency was drawn to this subject by frequent notices in the College publications and the continued agitation of the matter finally brought some results.

Early in 1910 the board of directors decided to equip a room especially for museum purposes. A small paleontological collection was added to the museum through money donations from friends in 1910. The museum was moved into the east room of the north wing of the basement, which had been divided into two rooms by a north-south partition. During the summer of 1910 P. J. Wedel joined a party headed by W. J. Baumgartner, of the University of Kansas, on a collecting trip to Puget Sound and brought back a collection of marine invertebrate life from that locality. Other additions were made to the equipment of both the physical and biological sciences. In 1911 P. J. Wedel was appointed curator of the museum and held this position for the next six years. Some progress was made in classifying and cataloging the museum materials; but progress in the work was greatly hindered by the lack of proper training and expert advice.

In January, 1910, an old pipe organ was donated by the van der Smissen family to the museum. It is one of the most interesting of the museum pieces, both in its own right and because of its history. It appears to have been given to an ancestor of the family about the close of the eighteenth century. It was used in Holland, then brought to Germany, and finally to America when Reverend C. J. van der Smissen accepted the call to the Mennonite school in Wadsworth, Ohio, in 1868. It was used there until the school was closed in 1878 when Reverend van der Smissen specified that it should go to Bethel College.⁴ The organ remained in the possession of a daughter of van der Smissen who took it to Oklahoma and finally presented it to Bethel College. A correspondence in the *Bundesbote* from Canton, Oklahoma, says: "Through the instrumentality of the dear Brother Goerz our old pipe organ goes to Bethel College. We are much pleased so."⁵

7. *Missionary Interest.*—An important phase of the religious work at Bethel College was the interest in missionary work. This was, in fact, one of the principal causes behind the early educational efforts of the Mennonites. It will be remembered that President C. H. Wedel had spent some time in the mission field. Mennonite missionaries in the field took an active interest in the Bethel College project throughout its early stages by donations to the museum and to the library and in some cases by active participation in the solicitation of funds for Bethel College. This interest manifested itself in a variety of ways among the constituency.

In February, 1893, the Eastern District Conference sent \$1,000 as "a part of a fund to help needy young men to prepare for the ministry."⁶ In 1895 the Mennonites of Russia made inquiry if Bethel College was prepared to admit candidates for the mission field from Russia. An affirmative reply was given them.⁷ In the same year the General Conference of Mennonite Teachers in Russia adopted a resolution that "hereafter and until further notice their candidates for the mission field are to be sent to Bethel College for their missionary training."⁸ The introduction of the Evangelist's Course in Bethel College in 1896 was in part the result of this widespread interest in missions.

In 1897 the Mennonite Church at Berne, Indiana, provided a scholarship at Bethel College for an Indian boy, Philip Rabbit, for the year 1896-1897. The Mission Board gave him permission to attend and obligated itself for his other expenses. It had misgivings in the matter, and these were shared by President C. H. Wedel. Questions that arose were: Will this boy be able to adjust himself to the new situation? Will he have the necessary independence? Will he not need a great deal of help? Since religious instruction was given in German only and all church services at Bethel College were conducted in the same language, he would be excluded from all this. Nevertheless, Rabbit attended Bethel College the next two years.

The Mennonites of Russia also contributed several candidates to the mission field who received their training at Bethel College in part: J. F. Kroeker, J. Gerbrand, P. J. Wiens, and Agnes Harder Wiens. The faculty, the board of directors, and the Corporation encouraged this interest in missions. Mission candidates, studying at Bethel College were sent to visit the churches during vacations. The General Conference had recommended to its Mission Board that our candidates for the mission field be trained at Bethel College and the Corporation had awarded scholarships to such candidates. Scholarships owned by missionaries in the field were placed at the disposal of mission candidates. All these things helped to keep alive the interest in missions.

The first missionaries to go out from Bethel College were Reverend and Mrs. P. A. Penner, of Mountain Lake, Minnesota, and Reverend J. F. Kroeker, of South Russia. They sailed for their destination in India in August, 1900.⁹ In 1906 Reverend and Mrs. P. J. Wiens also entered the mission field in India. Their correspondence from the mission field helped to maintain interest in the work. In 1906 the Mission Board offered to employ an instructor of its own to teach the classes in missions at Bethel College. The offer was accepted by the board of directors "with much satisfaction" and was warmly welcomed by the Western District Conference meeting in 1907.¹⁰ J. H. Langenwalter was recommended by the Mission Board for this position and was approved by the board of directors. He delivered a series of six addresses on missions in 1908, but the plan of continuing them the following year did not materialize.

These addresses were intended as an entering wedge, as it were, for a department of mission studies at Bethel College, but apparently the time was not yet ripe for this. They served a useful purpose, however, in promoting the interest in missions and Bible study. A class in Bible study, consisting of about a dozen students, had been organized in 1906. The report of Bethel College to the 1910 session of the Western District Conference emphasized the increased interest in missions and Bible study among the students. Special mention was made of the organization of two mission classes, a men's and a women's class, and of several other groups organized for systematic Bible study. A student correspondence in the *Bundesbote* mentioned a Student Volunteer Band,¹¹ mission classes, and prayer meetings organized by the students themselves in their dormitories.¹²

The religious life and activities at Bethel College, however, had their downs as well as their ups. In 1895 the board of directors imposed the requirement that all students must attend Sunday services, unless excused by the principal. The board, in its report to the Western District Conference in 1899, had warned against the growing indifference toward religious work among our young people and suggested that the home

and the church must cooperate with the College in this work. An article in the *Mennonite* by P. H. Richert entitled, "A Few Remarks on the Religious Life at Bethel College," also holds the home responsible for the growing indifference toward things religious, and without doubt with a good degree of justification.¹³ It is very doubtful if anything that has been neglected in home-training can ever be completely made good later. It was, of course, a situation that was not confined to the Mennonites alone.

An editorial in an earlier issue of the *Bundesbote* quotes an extract from another religious paper on "A Call to the Ministry," which expresses regret that so few young people seem called to the ministry.¹⁴ The report of the board to the Western District Conference in 1904 again speaks in more encouraging terms of the demand for religious work at Bethel College, especially in the lower classes, but enrollment in the higher branches was even then so small as to make the establishment of a seminary, or even the offering of additional advanced work in religion a step of doubtful wisdom. The report of the 1910 session of the Western District Conference strikes a more optimistic note. Thirteen students from as many different congregations were studying for the ministry at Bethel College. There were more calls for the services of these students than could be met. The report also speaks of the increasing interest and enrollment in the upper Bible classes that several special classes had to be organized to meet the demand.

B. Buildings and Finances

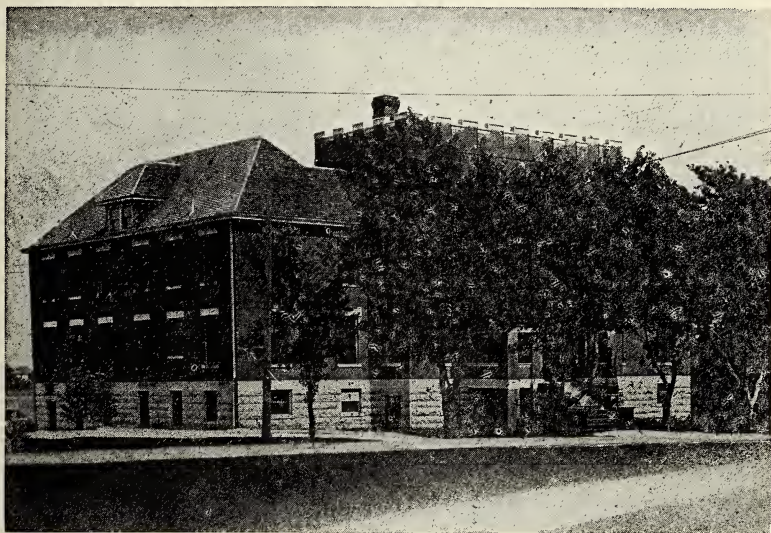
1. *Carnegie Hall*.—The first housing unit for women, the Ladies Cottage, erected in 1895, gave but little relief to a congested situation. It provided accommodations for twelve students and the family of a faculty member. Already in 1896 the building was completely occupied, and a few years later strong agitation for a more commodious building began.

At the beginning of the present century deaconess work was taken over by Bethel College as a part of its program.¹⁵ It appeared natural for prospective deaconesses to receive their preliminary training at Bethel College. The thought was that a ladies' dormitory and a deaconess home could easily be linked together and plans for a building of this kind were actually approved by the Corporation in 1904,¹⁶ one part serving as a dormitory for girls, the other as a deaconess home. The cost of the building was to be borne in part by Bethel College and in part by the Bethel Deaconess and Hospital Society. It was to have its own kitchen and dining room, thus bringing about a more complete segregation of the sexes. With the separation of the Bethel Deaconess and Hospital Society from the Bethel College Corporation in 1905, these plans were abandoned, but the plans for a ladies' dormitory were pushed vigorously.

The Annual Corporation Meeting in 1905 recommended the issuance of

4 per cent bonds to finance a ladies' dormitory, the bonds to be retired from the income of the building. In 1906 another plan¹⁷ for the financing of the building was proposed: (1) Subscriptions were to be taken toward a building fund, for which no scholarships were to be given; (2) financing of the building by a group of friends after the manner of the Minnesota Home; (3) issuance of bonds, which were to be paid off as money accumulated, the order of payment to be determined by lot, and the bonds to constitute a mortgage on the building.

Early in 1905 the first gift for this purpose was given by two sisters of Moundridge, Kansas, former students of Bethel College. Active solicitation was also begun. The well-known philanthropist, Andrew Carnegie, was approached and a promise of a gift of \$10,000 secured from him, subject to the condition that an additional \$10,000 in cash or realizable



CARNEGIE HALL 1908

securities be secured for the endowment fund of Bethel College. This was in April, 1906. From that time on, things made rapid headway. Under the caption, "Bethel in Good Luck," the *Evening Kansan Republican*¹⁸ quotes the letter from Andrew Carnegie and suggests that it should not be necessary to go outside of Newton to raise the \$10,000, as Newton "has never fulfilled its obligations towards that institution—not even the pledges made at the time it was brought to Newton."

D. Goerz did not depend upon Newton alone to meet Carnegie's challenge. In May, 1906, he reported \$3,200 and in August of the same year \$7,200 as in prospect for the new building. The board of directors felt ready to begin building operations. Some delay was caused by the some-

what indefinite "realizable securities" clause—Carnegie refusing to accept personal subscriptions as meeting this requirement. On April 2, 1907, Carnegie was informed by letter that \$6,000 had been received in cash and \$4,000 in notes secured by first mortgages on farm land. This met his approval and the gift was officially made available to the Bethel College board on April 7, 1907.

The plans for the building were ready and ground was broken on June 20, 1907. Participants in the ceremony were: the Women's Sewing Society, the faculty, the students, ex-students and alumni, and the business manager, D. Goerz, as representative of the board. Apparently there were some misgivings among faculty members regarding the plans for the building. A communication from President C. H. Wedel to the board gives expression to these in the following words:

If the Ladies Dormitory is constructed without consultation with leading instructors, the board must not be surprised if instructors refuse to assume responsibility for the order in the building if it proves unsatisfactory in this respect.¹⁹

The appeal apparently went unheeded. As events proved, the building was constructed on a plan that made supervision very difficult, complaints to this effect being made almost as soon as the building was occupied. The building was completed in August, 1908, and occupied in the fall of that year. It provided lodging for forty girls. It contained a reception room, an office, a matron's room, an electric calling system, kitchen, and dining room facilities, running water, laundry, and its own heating plant. For several years men and women students took their meals separately, partly because of overcrowding in the old dining hall; but the practice was abandoned a few years later. With the completion of the new dormitory, the Ladies Cottage was renamed Elm Cottage. The Ladies Dormitory was later renamed Carnegie Hall.

2. *Alumni Hall*.—About the same time that the question of a new ladies dormitory was considered by the constituency, the question of providing suitable facilities for systematic, year-around physical exercise for students was occupying the minds especially of students, ex-students, and alumni. Football, baseball, tennis, and outdoor sports could be and were being played in season or in favorable weather. These failed to reach all students, and the lack of a gymnasium or other suitable quarters was not calculated to arouse interest in or enthusiasm for this type of organized student activities.

The initiative was taken by the Alumni Association, which passed a motion in 1906 "that the surplus money of the Association be turned over to the fund for the proposed gymnasium building (Alumni Hall)." The Alumni meeting of 1909 adopted a motion to collect funds for the erection of a gymnasium-auditorium. The name "Alumni Hall" was suggested to give the project greater appeal to the alumni. Gifts for the new building had begun to come in as early as 1906²⁰ Perhaps the

action of the 1909 Alumni meeting was somewhat hasty as neither faculty nor board had been consulted in the matter in an official way. The 1910 meeting of the Alumni Association, however, appointed a committee which was to confer with the board of directors, and after clearing the ground, to push the matter energetically.

On June 22, 1910, the board of directors, in joint session with the faculty, accepted the offer of the Alumni Association to erect an auditorium-gymnasium on the College campus in accordance with plans approved by the board. Active solicitation of funds was begun, and definite plans for the building were drawn up. Considerable difficulty was experienced in the financing of the building, as it was the first large project undertaken by the Alumni Association, the Association not realizing the magnitude of the task it was undertaking. Swept away by a wave of enthusiasm as well as under the pressure of a great need, it committed itself to a project that it found extraordinarily difficult to carry out. It was only by the help of friends who advanced the money and were willing to await the gradual filtering in of the pledges of the alumni that building operations could proceed. Even then the building was not ready for occupancy until 1914.

3. *Minor Improvements.*—While the major attention of the board was directed to these larger projects, lesser needs of the institution were not overlooked. In 1895 an electric bell system was installed connecting the Main Building, Dining Hall, and student homes. The system was installed with money originally intended for a large bell to be hung in the proposed bell tower of the Main Building. The change in the plans of the building having abolished the tower, an electric signaling system was substituted. It consisted of a program clock in the Main Building which operated a bell on each floor of the building, and a bell in each of the other College buildings. The system could also be operated by a push button from the Dining Hall. There was also an intra-building signaling system in the Main Building. The clock was set to ring the signals for rising, for morning devotions, for the forty-five minute recitation periods, for the evening devotions, and for retiring. A commonplace thing now, it was made much of at the time, being quite a novelty to a people who had as yet not become accustomed to a machine-regulated way of life.

In 1898, a telephone was installed in the Main Building. Many smaller projects, such as furnishing offices and reception rooms in the Main Building and the Ladies Cottage, were taken over mostly by women's societies during these early years. The hot-air system of heating the Main Building having proved inadequate, in 1902 it was replaced by steam heat. The old kerosene lamps were far from an ideal system of lighting a college plant, and changes in the lighting system were discussed as early as 1898 with a view to replacing those "lights of other days" by some

system of gas lighting, possibly acetylene, or by electricity. No changes were made until 1907, when, on application by the board of directors, the Newton Gas and Fuel Company laid a gas main to the College campus, and the old kerosene lamps gave way to gas lights. These did not prove very satisfactory; later they were replaced by electricity. In 1907 the old, painted plaster blackboards were replaced by slate, and a new smokestack for the heating plant was erected in the same year. Fire escapes were installed in the Main Building in 1910.

Other changes were made on or near the campus involving faculty or staff housing during these early years. In 1903 a home was built for the janitor. Hitherto the janitors, all single men, had their quarters either in a basement room in the Main Building or, after 1902, in the old boiler house, located a few yards to the northeast of the Main Building. In 1904 P. H. Richert built a home near the campus, and his example was followed by P. J. Wedel in 1906. In fact, building operations either on or near the College campus continued quite steadily through most of the earlier years. The erection of a new building was, of course, hailed as a great improvement in that day of few homes on the campus. Most faculty members found it necessary to live in student homes for a few years before building their own homes, which for most of them meant a real sacrifice.

4. *Finances.*—Efforts to secure larger gifts for the endowment fund were not neglected. The case of Dr. Pearson has already been mentioned. The case of the \$10,000 to match the Carnegie gift of \$10,000 for a ladies' dormitory has also been mentioned. Other men and women of wealth were approached for donations to Bethel College, but without success. An appeal to John D. Rockefeller proved unavailing, as did one to Mrs. Russell Sage in 1906. In the latter case, the plan was strongly supported by the most prominent businessmen in Newton, one of them being sent to New York as their representative to present the case in person, but to no avail. In 1907, an appeal was made to the General Education Board for financial aid. The application was endorsed by Chancellor Strong and Dr. W. H. Carruth, of the University of Kansas. The application asked for \$40,000 to bring the endowment fund to \$100,000. The board of directors was raising \$10,000 for the completion of the ladies' dormitory and offered to raise \$10,000 more to install a water and light plant, build a gymnasium, and make other improvements in the institution. It should be noted here that work on the ladies' dormitory was already in progress, and efforts by the alumni to erect a gymnasium were also well under way at this time, but the General Education Board turned the request down. Apparently, if Bethel College was to live it must do so by virtue of the gifts and prayers and sacrifices of its Mennonite constituency.

The Mennonite constituency was, of course, not neglected in the

meantime. The "day of prayer" for Bethel College and the offerings in the churches have already been mentioned. In 1905 the position of field secretary was offered to a former instructor, H. D. Penner. His was to be a threefold task: (1) to solicit funds; (2) to solicit students; (3) to sell the Bethel College publications. The plan seems, however, to have fallen by the wayside. In 1909 the Corporation decided to send a solicitor into the churches to solicit for the endowment fund. J. W. Penner, a member of the board of directors was employed for this purpose. In the same year the Bethel College Corporation favored the establishment of a jubilee fund of \$25,000 as a part of the twenty-fifth anniversary celebration of the founding of the Corporation. This fund was to carry only memberships in the Corporation, no scholarships. In spite of all these efforts, a frequently recurring deficit hung, like the sword of Damocles, over the heads of the board of directors.

In 1905 the board of directors arranged for a revaluation of all Bethel College property taking depreciation into account. In 1906 it decided to cancel membership certificates of deceased members whose heirs were making no payments and where there appeared no prospects of the future payments. Registered notices were sent to the parties concerned, and, if no reply was received within thirty days, the notes were declared outlawed and cancelled.

These early years show not only financial difficulties; there was also an encouraging experience. In 1910 C. H. Regier, of Elbing, Kansas, made a donation of \$1,000 to the endowment fund "in view of the fact that the teachers of Bethel College are working in such a sacrificial way."²¹ G. Wiebe, of Cleveland, Ohio, who had been a liberal supporter of Bethel College during his lifetime, designated Bethel College as a residuary legatee in his will. Unfortunately, it was found that there was nothing left after adjustment of all claims against the estate; but the goodwill gesture by Wiebe was nevertheless appreciated by the board.

While gifts of the magnitude mentioned above were comparatively rare in the early years, they became more numerous later on. In 1914 Mrs. B. Warkentin made a similar donation of \$1,000 to Bethel College.²² In 1915 a large donation was made for the erection of the Leisy Home.

While it is customary to give a great deal of publicity to large gifts, a small gift may, nevertheless, represent a greater sacrifice on the part of the donor than does another's large gift. That the Bethel College Corporation was aware of this fact is shown by its repeated vote of thanks to all donors, large or small, at Corporation meetings.

C. Public Relations

1. *Local Congregations.*—The breakdown in health of D. Goerz in 1909, which incapacitated him for further service to the College congregation, and the death of President Wedel in 1910 were severe blows to

the religious life and activities of the College. A committee of three, consisting of a representative from each—the board of directors, the faculty, and the congregation, was appointed to provide for the religious welfare of students and congregation.

There was a fine spirit of cooperation between the Mennonite Church in Newton and Bethel College in their religious activities. The College and the Mennonite Church cooperated in the respective programs given by them in the first Christmas observance at Bethel College in 1894. In June of the next year a joint mission festival was held by the College and the Mennonite Church. It was the first festival of this kind held in Bethel College. In 1902, while the Mennonite Church in Newton was undergoing repairs, the Bethel College congregation invited the members of the Newton congregation to join it in its Sunday morning services, offering to share the pulpit with its ministers according to a definite schedule if the Newton congregation so desired.

The relations of Bethel College with the other churches in Newton were, in general, also cordial. The pastors of these churches were invited to speak at the chapel services and evangelists holding meetings in the city were invited to visit the College to address the students. An effort by the students in 1904 to link up a little more closely with the Y.M.C.A. in Newton was, however, discouraged. The faculty recommended that "in view of our peculiar position" our students do not join the Y.M.C.A.²³ Two years later it reversed its position, declaring that it saw no grounds for prohibiting students from joining the Y.M.C.A.²⁴ It was found necessary, however, to require all students who joined the Newton organization to register their names with the faculty as a safeguard against abuses of this privilege. The facilities thus placed at the disposal of Bethel College students were much appreciated and well patronized.

2. *The General Conference.*—The report of the Bethel College board of directors to the Fourteenth Western District Conference, 1905, is of special interest because it marks the beginning of closer cooperation and better understanding between Bethel College and the Conference. Strange as it may appear, it is nevertheless true that the General Conference practically ignored Bethel College and the cause of higher education among Mennonites until the early years of the present century. It is the more surprising since this Conference had carried on work in the mission field since 1880; and, with the closing of the Wadsworth school and its successor, the Halstead Seminary, Bethel College was the only school in the country under Mennonite control which had set itself the task of preparing teachers and religious workers for Mennonite congregations on more than the elementary level.

Doubtless, the purely local character of the Halstead school had failed to inspire confidence in the larger circles of the General Conference. Its successor, Bethel College, too, would have to win its way into the

confidence of the larger group before it could hope for general recognition. Here again, it was the deep interest of Mennonites in missions that brought about this closer approach between Bethel College and the General Conference. The Mission Board of the Conference, which found itself short of workers in an expanding field, laid this need before the Berne, Indiana, General Conference in 1902. The Conference met the situation by directing attention to our own higher institutions of learning in the following resolution:

We consider it a great privilege that we as Mennonites have our own institutions of higher learning; and it is the wish of this Conference that our youth take these into consideration and avail themselves of them, as far as they offer opportunities for intellectual training (*Geistesausbildung*).²⁵

This action of the General Conference met with the hearty approval of the Bethel College Corporation. At its Fifteenth Annual Meeting, in 1902, it adopted a resolution awarding scholarships in both "academic and evangelistic branches" to candidates recommended by the Foreign Mission Board. Another encouraging feature of this report was the statement that the next General Conference (1905) had placed reports on and discussion of schools and education on its regular program.

This Conference again received an oral report about Bethel College; it also recommended to the congregations a day of prayer for the cause of education. The last Sunday in August was recommended for this purpose. These were encouraging signs which boded well for the future of Mennonite education. Not only did they give official recognition to the cause of higher education among the wider circles of the Mennonite General Conference, but they were steps in the direction of a better understanding, of mutual good will and of closer cooperation within these circles. A new rallying point was being established around which all could unite their efforts for the preservation of their spiritual heritage and the prosecution of one of the most important means for carrying out God's will more effectively in their lives. If "prayer can open the sluice gates of heaven" for streams of divine power and grace to flow down to bless the efforts of God's children to build His Kingdom on earth, the authorization by the General Conference of a day of prayer for its institutions of higher learning may well be regarded as a step second to none in importance in the story of higher education among Mennonites.

The official organ of the General Conference, *Der Christliche Bundesbote*, deserves a word of commendation at this point for its strong and consistent support of higher education for Mennonites throughout these years. Although at times it published articles that may have seemed to place it in the opposite camp, its columns were open to discussions of both sides of the question, and its editorial policy was never in doubt.

At the close of the fifteenth school year, 1907-1908, the total enroll-

ment for all preceding years had reached 984 students—672 male and 312 female. Of these, Kansas had supplied 826, other states and Canada 152, and Europe 6. Approximately 190 had entered the teaching profession, and 70 were active in religious work, being ministers, missionaries, deaconesses, and Sunday school and parochial school teachers. The percentage of Mennonites enrolled during these years fluctuated around the 80 per cent mark. With such statistics, found in more or less complete form in practically all the reports of the board to the Conference, the board sought to convince the skeptically minded, as well as satisfy the friends of the school that Bethel College had a real mission to perform among Mennonite congregations.

3. *The Bethel Deaconess and Hospital Society.*—The first impulse to deaconess work in connection with Bethel College appears to have originated in 1900. In that year Miss Frieda Kaufman made application to D. Goerz to be accepted as a student of Bethel College preparatory to entering the deaconess profession. The visit of D. Goerz to Russia that year seems to have influenced him to take up this work as the Mennonites in Russia manifested much interest in it. On the question of control it was felt that it would be simpler if an existing organization would undertake the deaconess work rather than organize a new one. Accordingly the Bethel College board of directors organized Bethel Deaconess and Hospital Society on March 13, 1903, as a branch of the Bethel College Corporation.



SISTER
FRIEDA KAUFMAN
1883-1944

A separate charter was taken out for the Society, as this would be the simplest way to sever connection between the two organizations should this at any time become desirable. D. Goerz characterized the relation between the two organizations as similar to that of a builder to a carpenter.²⁶ The charter provided for a separate board for the Society, for the acquisition of real property, and made membership in the Society independent of membership in the Bethel College Corporation. Accommodations for the new enterprise were to be provided on the Bethel College campus. The first plans do not seem to have included a hospital, but merely a deaconess home; and as indicated earlier, it was thought that such a home could readily be combined with a dormitory for lady students at Bethel College. The movement, once started, rapidly gained momentum. In May, 1901, the Bethel College board accepted Miss Kaufman as a prospective Bethel College deaconess and thus "identified the deaconess cause with the Bethel College cause."²⁷ In 1902 two additional candidates for deaconess work—Miss Agnes Harder (Mrs. P. J. Wiens), of Russia, and Miss Agnes Isaac, of Oklahoma—made application and were accepted by the Bethel College board. The

board decided to establish a deaconess foundation at Bethel College and to solicit a special fund for this purpose.

Late in 1902 a letter was addressed to the businessmen of Newton asking support for the Deaconess Home to be erected at Bethel College. The financial statement accompanying this letter is given elsewhere. Contributions to the fund continued to come in; and, as the work progressed, it became necessary to provide also for the practical training in deaconess work, which could be obtained only in a well-established and recognized institution, devoted to this work. In November, 1902, an agreement was signed between Bethel College and the Deaconess Home, of Cincinnati, Ohio, by which the latter agreed to accept candidates from Bethel College for further training in deaconess work.

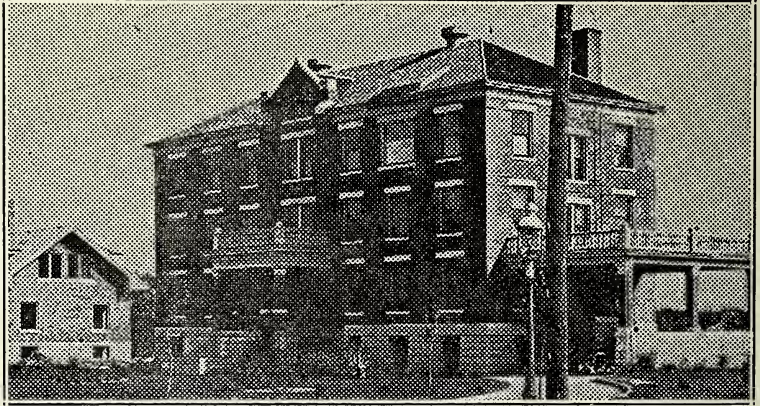
There was still much lack of understanding of this work in Mennonite congregations almost everywhere. An article in the *Bundesbote*²⁸ undertakes to clear up this situation by a specific statement of the purposes of the Society as follows: "Theoretical and practical training of deaconesses in our own mother house, and their use primarily in a hospital belonging to the deaconess house and in private care of the sick and the care of deaconesses grown old in the service."

A report to the Western District Conference in October, 1903, seems to imply that even at that early date the harmony of the movement was interrupted by some discordant notes. The statements in the report that Bethel College had not taken the initiative in this work, that it had been undertaken at the request of three young women who wished to prepare themselves for the deaconess profession, and that most of the funds for the support of this cause had come unsolicited would seem to imply this. The two organizations, however, continued to work together a little while longer. As stated elsewhere, the Corporation approved the plan of a combined ladies' dormitory and deaconess home in 1904; and, in the same year, it arranged for the services of Sister Frieda Kaufman in private homes, hospitals, or church circles, as her services may be requested, and fixed the compensation for such services.

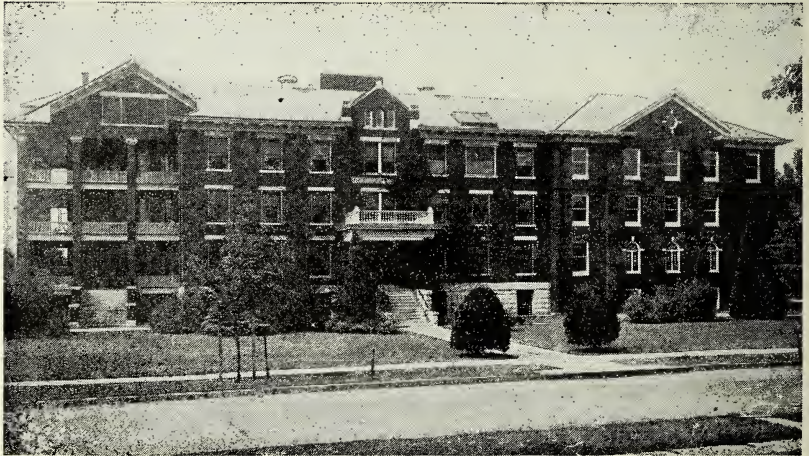
As the work increased in scope, and attracted more widespread attention and support, differences of opinion regarding the control of the movement became more and more vocal in the constituency. Several different views were expressed on the question. According to one view each individual congregation must handle the matter in its own way; some approved the linking up of the project with Bethel College and some thought that still other, more satisfactory plans for doing this work could be devised. President C. H. Wedel took issue with the board of directors on the question of establishing a Mennonite Deaconess Home at all. He favored linking this phase of work by Mennonites with some already well-established institution of this kind, rather than establishing a privately-owned-and-controlled Mennonite institution.²⁹

Meanwhile the plans for the new institution had grown so as to include

a hospital also. The situation was thus complicated somewhat, as it was felt that a hospital should be located within, rather than some distance from the city. These considerations led the Bethel College board of directors to adopt the following resolution on March 17, 1905: "That the board is of the opinion that the Bethel Deaconess Foundation and



BETHEL DEACONESS HOSPITAL 1908



BETHEL DEACONESS HOSPITAL, 1939.

Hospital Society should take over active operations in this matter in view of its incorporation and in accordance with the aims and purposes stated in its charter."

Thus were severed the ties, loose though they may have been, that for a few years held together the Bethel Deaconess and Hospital Society and the Bethel College Corporation, the former becoming an independent

organization. The only connecting link between the two institutions was that Bethel College remained the preparatory deaconess training school for the Society.

The Bethel College board retained membership in the Bethel Deaconess and Hospital Society through adoption of the following resolution: "Resolved, to take out membership 'rights' in the Bethel Deaconess Foundation and Hospital Society for those items in the Bethel Deaconess Foundation funds over which the original donors no longer had any rights to make decisions." The membership rights thus obtained by Bethel College carried sixteen votes with them.

4. *Other Mennonite Institutions.*—The establishment of Mennonite institutions of higher learning in other parts of the United States—Central Mennonite College, Bluffton, Ohio (1900), and Freeman Junior College in South Dakota (1902)—was of course, accompanied by a transfer of the support of these communities to their own local institutions. Both areas had contributed quite liberally to the establishment of Bethel College, the sum contributed by the Middle District being about \$15,000.³⁰ Solicitors for these institutions made the rounds in the Mennonite communities of Kansas and neighboring states and received substantial support for their institutions also. An occasional note of regret for pledges made to Bethel College in view of the institutions now erected in their own midst is found in the correspondence from these communities. One subscriber to the Bethel College fund says it would be perfectly agreeable to him if his contribution would be transferred to his own local college now that they had a college of their own. The board of directors, however, does not seem to have been "agreeable" to such requests at this time. More often the sentiment expressed in such cases was just the opposite; the common attitude was that education is a cause worthy of one's support at all times. No extravagant claims need be made for Bethel College as a trailblazer in Mennonite higher education in America; but as the oldest, still-existing Mennonite higher institution of learning in the country, it has played a definite part in stimulating interest in the field of secondary as well as higher education, both by its activities and by its example. This fact is demonstrated very clearly by the frequent references to Bethel College during the formative periods of many of these institutions. During the interval between the opening of Bethel College (1893) and the close of the first decade of the twentieth century at least a dozen other secondary and higher schools were called into being as shown by the following table.

MENNONITE SCHOOLS BEFORE 1910

<i>School</i>	<i>Location</i>	<i>Date Opened</i>
Bethel College.....	Kansas	1893
Elkhart Institute ³¹ (later Goshen College ³²).....	Indiana	1895

Hillsboro Preparatory School.....	Kansas	1897
Mennonite Educational Institute.....	Canada	1898
Central Mennonite College (later Bluffton).....	Ohio	1900
Mt. Lake Preparatory School.....	Minnesota	1901
Freeman Junior College.....	South Dakota	1902
Henderson Preparatory School.....	Nebraska	1903
Goessel Preparatory School.....	Kansas	1906
Tabor College.....	Kansas	1908
Hesston Junior College ³³	Kansas	1909
Hoffnungssau Preparatory School ³⁴	Kansas	1909
Gotebo Preparatory School.....	Oklahoma	1910

Several other schools were established at a later date by Mennonites in various sections of the country. In General Conference circles the eastern Mennonites were the first in the field. The Seventh Middle District Conference, which met in Missouri in October, 1894, discussed the educational situation among eastern General Conference Mennonites. A paper by N. C. Hirschy, later the first president of Central Mennonite College (later Bluffton College), read before this Conference, advocated the establishment of a school of their own by the Middle and the Eastern District Conferences. The Conference acknowledged a need for a good Christian school of their own in their district; but, since the time was not yet ripe for such a step, it recommended Bethel College to its young people.³⁵

Even in Russia initial steps were taken by the Mennonites to establish a theological seminary of their own according to a letter by Missionary H. Dirks to David Goerz.³⁶ In an article in the *Bundesbote* N. C. Hirschy says that the question of a school in the East has been before the Middle District Conference since 1889.³⁷ In another article on *Schul-Sachen* (school matters), the same writer states that the agitation among eastern Mennonites for a school of their own should in no sense be considered as a move directed against Bethel College.³⁸ J. H. Tschantz, in another article, argues for a school in the East, because Bethel College was much too far away to be of much value to them.³⁹ An article signed, "One from the East," makes a plea for a school in the Eastern District Conference area, since the West had its own school and the Middle District was definitely working toward one.⁴⁰

The necessity of a *Fortbildungsschule* (continuation school) in their district was discussed also by the Northern District Conference about this time. The question of how such an institution could be established in their midst was answered by a reference to Bethel College; i.e., by forming a private corporation to build and operate it. The discussion terminated in the adoption of a resolution that the "Conference find ways and means to encourage schools already in operation, and to call into being still others."⁴¹

There too were small, isolated groups of Mennonites, probably even unknown to most of the larger compact groups, but among whom interest

in the higher things of life had not entirely disappeared. In the Bethel College correspondence is found a letter under date of February 14, 1898, addressed to President C. H. Wedel. The letter states that the writer is a student of the Niagara Falls Collegiate Institute. He mentions a group of about forty—evidently an isolated group of Mennonites—who know nothing about the history or distribution of the Mennonites. He asks for information or sources of information about the Mennonites, stating that he is unable to answer questions of his fellow students about the Mennonites. He confesses to a feeling of shame for his ignorance and gives this as the reason for his request for information. Apparently even the most unfavorable conditions could not completely suppress the love of learning among Mennonite youth.

The interest thus manifested in education revealed itself concretely in two somewhat different forms: (1) the establishment of higher institutions of learning in the Eastern and Northern districts; (2) the establishment of preparatory schools, especially in the Middle West. The first point need be mentioned here only as an indication of the change in Mennonite attitudes toward higher education in all sections of the country. These institutions came into being because of the growing interest in higher education in Mennonite communities wherever it was felt that sufficient support could be obtained locally to promise success for such an undertaking. The second point, however, deserves some further comment.

The preparatory schools constituted an effort to put at least some of the advantages of a secondary education at the doors of as many Mennonite young people as possible. They were especially popular with the Mennonite immigrants from Russia. They were established partly as feeders for Bethel College, but primarily in response to local needs and wishes. They were an effort to put the benefits of a Christian education at a somewhat higher than the elementary level within reach of the many who found it impossible to avail themselves of the opportunities offered by Bethel College. They were in no sense intended to become its rivals. Their instruction was confined to two years of work on the high school level with the main emphasis upon religious instruction. While these schools received no recognition from state educational authorities, they did link up, especially in later years, with the Bethel College Academy on a basis approved by the Kansas State Board of Education. The attitude of Bethel College to these other schools, both higher and preparatory, as revealed in its publications, was one of sympathetic interest in their experiences. That an occasional feeling of rivalry was present need, however, not be questioned. If the "fellowship of suffering" should bring people together, Mennonite institutions of higher learning have much more reason for friendly cooperation than for unfriendly rivalry.

5. *The State University and Other Schools.*—Relations of Bethel College with other institutions of higher learning were of slow growth. Its distinctive aim and curriculum, the language barrier, as well as the natural feeling of reticence and aloofness toward strange and unfamiliar surroundings would make a retarded relationship appear but natural during the early years of Bethel College. It has been truly said that three generations are required to make the complete transition from one citizenship to another. Especially may this be considered true in the case of large groups of immigrants. The first generation still clings very largely to the habits and traditions and modes of life of the mother country; the second generation, growing up under the twofold influence of an old and a new environment, forms the transition generation; the third generation completes the change under the influence of a new and distinctive environment that is but little influenced by old traditions and modes of life only dimly sensed by this generation. We need not, therefore, be greatly surprised if there was but little intercourse between Bethel College and other institutions of higher learning in Kansas in the early years.

There were, however, ambitious young Mennonites from the very beginning who found the facilities offered by Mennonite institutions inadequate and continued their education in state and other schools. The question of the relation of Bethel College to these institutions could, therefore, not be ignored. However, for many years Bethel College seems to have charted its own course, largely oblivious of the courses which other craft were charting for themselves on the high seas of education. The exceptions were the requirements for teachers' certificates. These Bethel College had to meet.

Aside from occasional visits by committees from the University of Kansas, the academic status of Bethel College was determined very largely by the records made by its students in other institutions. That its work was of no mean quality is attested by the fact that by the close of the century its work received full recognition by such institutions as the University of Kansas, the Kansas State Normal School, Oberlin College, Bloomfield Theological Seminary, N. J., and others. The recognition thus accorded is sufficient evidence not only of the merits of the work done, but of the high educational ideals which the Institution was seeking to put into practice.

6. *The College Bulletin.*—In 1908 D. Goerz found it necessary to relinquish his work on the *College Monthly*. It passed entirely into the hands of the faculty. The two separate editions, English and German, were again consolidated; the number of issues was reduced from twelve to ten a year. G. A. Haury remained editor of the English section; the German section was edited by P. H. Richert and P. J. Wedel; P. D. Amstutz was made business manager. In 1910 Haury was made editor-in-chief and business manager, and E. R. Riesen became editor of the

German section. With the passing of the paper to full faculty control the tone of its editorial page changed notably. Perhaps the change is best described by the words, "Boost Bethel." One cannot restrain a feeling of surprise at the meager publicity Bethel College had been given even in its own publications in these early years. Apparently the adage that "The master must be known by his work" was the guiding principle.

The early years appear to be characterized by a dearth of advertising by Bethel College which practice appears in strong contrast to that of other schools. Announcements of the opening of school, invitations to the closing exercises, and brief reviews of the annual catalogs seems to constitute nearly the sum total of the official publicity of that day for Bethel College. There were many requests for advertising in various papers, both secular and religious, but the management evidently felt that there was little to be gained by advertising outside of our own Mennonite circles. Only very gradually Bethel College, too, began to throw off its cloak of excessive modesty and to call attention to its facilities and the opportunities it was offering to ambitious young men and women.

In 1908 the *Bethel College Monthly* was selected as the official paper of the Alumni Association, and in the same year appeared the first annual ever issued by Bethel College students. "Echoes" was a neatly-gotten-up book of eighty pages bound in stiff paper. Its preface states its aim to be: "to make a representative record of the various activities of Bethel College." This aim was adhered to quite closely, both the serious and the humorous side of college life being represented in word and in picture. The editors were: A. B. Schmidt, Myrtle Watkins (Mrs. J. H. Doell), C. C. Graber, and J. J. Frazer, with J. H. Doell as business manager. The volume was dedicated to President C. H. Wedel.

Doubtless, the most important phase of the publication work of Bethel College was that of the writings of C. H. Wedel. Besides his regular contributions to the *Monatsblatter*, ten volumes had already flowed from his facile pen by 1905, all published by Bethel College.⁴² Several of these have been translated into English and there still even now is some demand for his writings, both English and German. The writings cover especially the fields of Mennonite history and Church history, though a few shorter treatises dealing with strictly religious subjects also came from his pen. This work was highly appreciated and received much encouragement both at home and abroad, within and outside of Mennonite circles.

The literary activity of other faculty members was confined to occasional articles on timely topics in the College— or church publications. The heavy teaching loads and other duties required of faculty members precluded the possibility of much research work. To this may be added the lack of equipment for such work and the elementary character of most of the instruction as well as the lack among the constituency of an appreciation for such scholarly work.

D. The Passing of the Pioneers

In important enterprises there is often one person or a small group of persons to whom the enterprise owes a special debt of gratitude because of the important part which they played in its inception and execution. This was true in a great measure of Bethel College. Without belittling the work of others, the three brethren, D. Goerz, J. J. Krehbiel, and B. Warkentin, to whom the special Conference session at Halstead entrusted the task of launching the Bethel College project in 1887, must be given the major portion of the credit not only for laying the groundwork, but for carrying the project to completion. They formed an inner circle on which the other members of the board and the constituency depended very largely for initiative and leadership.

The three men complemented each other in a most admirable manner and each had his own distinctive contribution to make to the cause. All three were gifted men, men not easily discouraged, men of vision, but also of sound, practical common sense. Krehbiel was by nature an optimist, and his well-balanced views and attitudes helped to keep things going even where the outlook was dark and discouraging. Warkentin, a man of keen business judgment and business experience, with his understanding and financial help, repeatedly steered the institution out of difficulties that threatened to bring the enterprise to a halt. D. Goerz enjoyed a wide acquaintance as a minister among Mennonites, not only in Kansas, but also in the eastern and northern sections of the country. His was the vision of an educational institution serving the entire Mennonite Church of North America. He had the keenest insight into the educational needs of the churches and of methods of supplying them. His boundless energy and enthusiasm, which sometimes needed to be restrained and wisely directed, were checked by the two other members of this triumvirate. These men held many meetings at which at times the sparks would fly, but generally would end in a mutually satisfactory understanding, as the men had learned to know and respect each other's opinions and attitudes.

D. Goerz was the spokesman for this inner circle as well as for the entire board of directors. Much of what was presented to the Corporation and to the constituency after having been threshed through in this inner circle was approved by the board and finally put into concrete form by the Corporation. For sixteen years this inner circle continued unbroken, though many changes in the personnel of the board were taking place during these years. In 1893-1894 these men were the only three members remaining of the original board designated in the charter, and in 1903 they were three of four members still remaining of the board elected at the opening of school in 1893.

1. *B. Warkentin*.—The first decade of the present century saw the passing of the pioneers in the field of General Conference Mennonite

higher education. Of the three men just mentioned, B. Warkentin was the first one to drop out of active connection with the College. After fifteen years of efficient and sacrificial service as treasurer of the board of directors, Warkentin refused to stand for re-election in 1903. This was apparently done out of deference to considerable personal feeling against him among the constituency. Nevertheless, he remained a friend of Bethel College. He had been a liberal contributor to the institution from the first, and his business acumen proved a great asset to Bethel College during its formative period. He had been treasurer of the board of directors since its beginning. Some of his liberal gifts to Bethel College have been mentioned on earlier pages. He was accidentally shot and killed in Syria in 1908 while on a tour of the world with Mrs. Warkentin. Jacob Isaac was elected treasurer of the board in Mr. Warkentin's place in 1903.

2. *J. J. Krehbiel*.—The second member of the triumvirate to withdraw was J. J. Krehbiel. He refused to accept re-election to the board of directors at the annual Corporation meeting in November, 1906. He had been president of the board since its organization in 1887, and he too, had been a liberal supporter of Bethel College with his means and his counsel. The first pledge of \$1,000 for Bethel College was made by him.⁴³ Progressive in his ideas, he nevertheless kept his feet on the ground and served as a balance wheel to the sometimes over-enthusiastic and over-energetic third member of the inner circle, D. Goerz. His absence from the board was noted by Goerz in a letter to another board member in 1906 which was tinged with a note of sadness. "I am now the only remaining member of the original board and I too will soon have to pack and be off," says Goerz in his letter. Perhaps that time came sooner than he expected. Krehbiel was made an honorary member of the board for life by unanimous vote of the Corporation. He continued attendance at board sessions, and his long experience and unfailing optimism made him a valuable counsellor in the many knotty problems that confronted the board. Abraham Ratzlaff was chosen by the board to succeed him as president of the board.

3. *David Goerz*.—The last of the three men to ask for relief, and the one who admittedly carried the heaviest burden, was D. Goerz. Bethel College had been his main, but not his only interest. Many other enterprises engaged his attention and absorbed his time: and he never spared himself. However, even a rugged constitution can be overtaxed, and must either be relieved or give way under the strain. In 1906 Goerz realized that the strain was becoming too great and he asked the board to be relieved or at least to be given an assistant. Jacob Isaac, a member of the board of directors, was approached on this question, but was unwilling to assume the responsibility, and Goerz continued. In 1909 he again asked for a release from the duties of the business office, and in July of that year he

was granted a release for an indefinite time because of failing health. The following minute is found on the records of the board at this time:

We are very sorry that brother David Goerz cannot be present at the meeting of the board of directors today probably for the first time. We hope that the Lord will soon bless Brother Goerz with good health again, so that he may return soon to the work for which he has done so much.⁴⁴

On the twenty-first anniversary of the cornerstone laying, October 12, 1909, the students of Bethel College presented D. Goerz with a silver loving cup in appreciation of his services to Bethel College.⁴⁵ Few events

FOUR LETTERHEADS in which D. Goerz's name appears in a responsible position.



Bethel College,

David Goerz, Secretary.

Newton, Kans., Jan. 7, 1910.

REV. C. H. KREHBIEL, PRES.,
HALSTED, KANS.
REV. DAVID GOERZ, SECT.,
NEWTON, KANS.
HARRISON LAFDER, TREAS.,
1710 RAYMOND ST.,
PHILADELPHIA, PA.

EMERGENCY ..RELIEF COMMISSION..

Of the General Conference of the Mennonites
of North America.

G. WYDER, DEATRICE, NEBRASKA
REV. H. H. BROSKE, MOUNTAIN LAKE, MINN.
F. P. WYSTER, PANDORA,
PUTNAM CO. O.

This commission solicits contributions for special and general emergency relief funds for the purpose of giving aid at home and abroad where no aid and distress exists and reports to the General Conference of the Mennonites of North America. Any further information will cheerfully be given by any member of the commission.

BETHESDA HOSPITAL GOFFSEL KANSAS

Rev. Peter Malzer, Vorsteher, Offici. Kansas.	✠	Rev. Peter G. Woth, Schatzmeister, Offici. Kansas.
Rev. R. R. Kautz, Schatzmeister, ..		Rev. David G. W. Newton, ..
Rev. D. B. Schreiber, ..		Rev. R. R. Schellenberg, Rabler, ..
Rev. Jacob W. Denner, Dillaborn, ..		Rev. D. B. Ullrich, Kichig, ..

Rev. Heinrich Wanner, Schreiber, Canton, Kansas.

OFFICE OF THE

Mennonite Board of Guardians.

C. H. KREHBIEL, President.
DAVID GOERZ, Secretary.
JUDY F. FOX, Treasurer.
R. W. WALKER, Business Agt.

Summersfield, Ill., Nov 19 1874

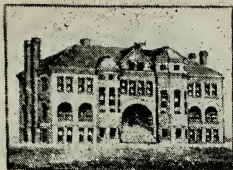
in his eventful life gave him greater satisfaction than did this recognition of his work by the students of Bethel College. It was to him in a measure a recompense not only for much arduous work, but for much disappointment and criticism from some of the very people whose best interests he had sought to promote. Only once more did he appear in public after this occasion. He served as chairman of the twenty-second annual meeting on November 3, 1909. It was his last public appearance and service to Bethel College. His health was failing fast. A trip to Europe and Palestine with Mrs. Goerz in hopes of bettering his health failed to bring the desired relief to a badly shattered system, and on returning from Europe

he first went to Colorado then to California, but nowhere was he able to find the desired relief. The gradual decline in health continued and his active career came to a close on May 7, 1914, in Los Angeles, California, at the age of 65 years, 11 months, and 5 days.

His was a many-sided personality; the ministry, education, journalism, business, deaconess work, conference work; all came within the scope of his interest and were actively promoted by him throughout life. He was a man who had much to give and gave of it unstintingly. Not only Bethel College, but the Mennonite Mutual Fire Insurance Company (now the Midland Mutual Fire Insurance Company) and the Bethel Deaconess and Hospital Society owe their origin very largely to him. He played an important part in Mennonite immigration and subsequent colonization, was a leader in conference work, both District and General, and his counsel was sought far and wide in connection with the solution of difficult problems in many different fields. He carried on a voluminous correspondence, touching almost every field of human endeavor. The correspondence shows a fine spirit of restraint sometimes under great provocation.

In 1900 he made a trip to India under the auspices of the General Conference Relief Committee to aid in famine relief and to select a field in which to open up work in foreign missions by the General Conference. While on board ship he wrote several sermons for his congregation at Bethel College which were published in the *School and College Journal*.⁴⁶ On his return trip he visited Russia. He had been given official authorization in a statement by the board of directors under seal and over the signature of the president and the treasurer of the board "to do financially and otherwise whatever would promote the aims and interests and further the usefulness of Bethel College for our denomination and the Kingdom of God."⁴⁷ The visit resulted in increased mutual confidence between the Mennonites of America and of Russia and a desire for closer cooperation in the fields of education and deaconess work, at least temporarily. A memorial service was held for him in the Bethel College chapel on May 11, 1914.

On the resignation of Goerz as business manager of Bethel College his work was taken over temporarily by the executive committee of the board and divided among several persons. J. G. Regier, of Newton, took over the books and funds of the Bethel College treasurer in August, 1909. The next year, November, 1910, a business committee was elected by the board of which G. A. Haury of the faculty was made a member and he assumed the duties of local business manager of the College. The other members of the committee were J. J. Krehbiel, R. A. Goerz, and J. G. Regier.



BETHEL COLLEGE

OF THE
MENNONITE CHURCH OF NORTH AMERICA.

DAVID GOERZ,
SECRETARY AND BUSINESS MANAGER.

Windsor, Kansas, den 5. May 1900

Hiermit wird bezeugt, daß Hoozayzer Drafas, David Goerz von
Newton, Kansas, als Vertreter der Bethel College Corporation der
Mennoniten von Westaustralen beauftragt, autorisiert und gelobt
ist, daß seine Kräfte in Bezug auf die Angelegenheiten unserer Kirche in Bezug
zu besetzen und zu fördern, wie immer sich die Angelegenheiten der Kirche
es herausstellen, Gedenke und Verantwortungen für Bethel College
aufzunehmen, nach besten Kräften zu arbeiten, Mennoniten
beizubringen und alle zu thun, was unsere Pflicht und
das was ist in Bezug auf die Angelegenheiten der Kirche für unsere Gemeindefürsorge
sachen und die Angelegenheiten der Kirche für die Kirche zu fördern und dankbar
sein kann. - Ich versichere Ihnen, daß ich verpflichtet bin, die Angelegenheiten der Kirche
hiermit und in jeder Hinsicht der College Corporation verpflichtet
zu sein.

Dieses wird offiziell bezeugt und offiziell bezeugt durch Unterschrift und
Siegel am oben angegebenen Ort und Datum.



W. H. Krebber Präsident
D. Goerz Sekretär

4. *C. H. Wedel*.—The fourth and last of the early pioneers prominently identified with the life of Bethel College to lay down the task was President C. H. Wedel. He was called to his reward after a short illness on March 28, 1910. Born in Russia, May 12, 1860, he came to America in the great Mennonite immigration of 1874. He was studiously inclined, read much, and early in life showed great interest in religious work. He attended the public schools in this country, and later taught a private school at a salary of \$10 a month. His college and theological preparation are mentioned on a previous page. His years at the Bloomfield Theological Seminary were especially fruitful. They gave him an excellent opportunity to develop his tastes and his talents in this line by teaching, preaching, and attending important meetings in neighboring Brooklyn and New York.

He early developed an interest in missions and spent some time in an Indian school in the Mennonite mission field in Oklahoma but had to give up this work because of nearsightedness. He was ordained to the ministry on August 17, 1891, and his services in the pulpit were very much in demand. In 1907 he was elected to the General Conference Mission Board and was made its president; he held this position at the time of his death. On Palm Sunday, March 20, 1910, he entered the pulpit and began his sermon, but was soon compelled to stop because of a high fever. This developed into pneumonia and pleurisy and he passed away eight days later while still in the prime of life, aged 49 years, 10 months and 16 days. He was survived by his wife and three children.

The loss caused by his death was keenly felt among the Mennonites both in this country and abroad. His work in Mennonite history, for which he had made several trips to Europe, was outstanding. In his literary work he was aided and encouraged by the board of directors. Regarding his work in the classroom we need only add to what has been said previously that the weak or discouraged, but serious-minded student found in him a kind and sympathetic friend. His work was taken over for the remainder of the year by H. D. Penner, former instructor at Bethel College, and Dr. J. B. McCuish, pastor of the Presbyterian Church in Newton, the former taking the German classes and the latter the Greek classes taught by President Wedel.

Any fears that the passing of these men would prove a great setback to the progress of the work proved groundless. They had built too wisely, and too well for that. As wise builders they were content to lay a good foundation and begin the erection of the superstructure, but continue this only as far and as fast as conditions in the constituency seemed to warrant. Although Bethel College may today be quite a different institution from what it was when these men laid down their work, it is still fundamentally maintaining the same purpose, seeking to attain the same objective, pressing on toward the same goal.

CHAPTER VIII

THE FIRST ADMINISTRATION OF J. H. LANGENWALTER (1910-1911)

Not only was the first decade of the present century marked by the passing of the pioneers, but its closing years marked the dawn of a new era for Bethel College. This is quite evident from the number of changes that originated during these years. Among these may be mentioned: revision and expansion of the curriculum; additions to the faculty; abandonment of older educational methods and practices, and introduction of more distinctively American ideals and standards; reduction of student- and faculty-loads; recognition of fields of specialization and consequent improvement of instruction; growth of the library and museum; improved faculty organization with more definite allocation of duties and responsibilities; recognition of extracurricular activities as an important factor in student life and closer affiliation with the state system of education.

A. The Dawn of a New Era

These changes were not abrupt but gradual, having their beginning in the first decade and extending at times far into the second; but they denote a definite transition in the history of Bethel College. Some of them have already been noted; others will be mentioned here briefly.

1. *Curriculum Reorganization.*—The demand for an expansion of the curriculum was perennial, though it varied considerably with the years. About 1907 the pressure from the student body became so great that the board of directors found itself compelled to yield. In 1909 the Bethel Academy was made into a four-year high school; the school year was divided into two semesters of eighteen weeks each and class periods were changed from forty minutes to fifty-five minutes in length. The work of the College was also reorganized into a two-year freshman and sophomore course. These two years were to be introductory to any one of three four-year college courses, designated as "philosophic," "literary," or "scientific," respectively.¹ Some work was also offered for junior-senior credit. By action of the board of directors four additional instructors were to be employed, all to have college degrees. College entrance requirements, too, were restated to correspond to those of other colleges of equal rank. Completion of the Bethel College Academy or an accredited high school would admit unconditionally on presentation of an official high school transcript, otherwise an examination would be required. The Normal Training Course was also reorganized into a four-year course to correspond with Kansas

State requirements for teaching. The inclusion in this course of certain professional branches and a state examination in these would entitle graduates from this course to teach in the rural schools or city grades of Kansas. The full, four-year college course, leading to the A. B. degree, was introduced in 1911.

The changes thus introduced were made with the approval of the Corporation and the Western District Conference, though as often as not this approval was obtained after the change had already been inaugurated. The interest of the Conference seemingly was centered primarily on the religious phase of the work in Bethel College. It was quite unanimously enthusiastic for increasing the work in Bible, introducing courses in missions, etc., but often showed only halfhearted interest in the literary, historical, or scientific parts of the college curriculum.

The reorganization of the curriculum was largely the work of E. R. Riesen, who was appointed principal of the Normal Department on his election to the Bethel College faculty in 1909. The first normal-training class was organized in 1910-1911 and numbered thirteen members. This action was an important step toward realizing one of the main objectives that Bethel College had set for itself, i.e., the preparation of teachers. Bethel College has not deviated from this objective since, but throughout its history has regarded teacher preparation as a vital part of the mission for which the constituency has called it into being and is supporting it.

Heavy faculty- and student-loads such as are now regarded highly excessive were the order of the day. In 1902 students who carried only twelve to fifteen hours per week were asked by the faculty to take up additional work; those carrying twenty-six hours or more were asked to cut down their load. There was a gradual decline in this respect, and with the introduction of a teacher-training course and the accreditation of the Bethel Academy in 1910 student-loads had to adapt themselves to the requirements of the Kansas State Board of Education. This also held true of faculty-loads. However, the increase in the teaching personnel was counterbalanced by the expansion of the curriculum, so that the regular instructors continued to carry capacity loads which were, however, a relief from the excessive loads of the earlier years.

2. *Faculty Reorganization.*—The faculty organization put into effect in 1902 had served a good purpose. With the increase in student attendance and in the teaching personnel, the expansion of the curriculum, the growing activities in the extracurricular field and the new relation to the public school system of the state made necessary the reorganization of the Bethel College Faculty. This reorganization began about 1910. The 1910-1911 catalog is the first to list officers and faculty committees of Bethel College. The list includes besides the president and the secretary of the faculty a principal of the Normal Department, a dean of women, a

dean of men, a director of athletics, and a faculty executive committee, consisting of the president, the secretary, and the two deans. In 1911 several special faculty committees were appointed, viz.; a committee on co-ordinating dates, one on library-book purchases, and one on enrollment.²

3. *Graduation Exercises.*—The practice of having the graduates deliver orations as a part of their commencement exercises was taken over from the Halstead Seminary, apparently with never a thought of a deviation therefrom. So long as the graduating classes remained small no difficulty was experienced in giving a place on the program to every member of the class, with the growth in the size of the classes this became impossible. In the spring of 1908 the faculty selected several members of the senior class to represent the class on the commencement program, care being taken to include both the English and the German languages on the program. The other members of the class were given an opportunity to deliver their orations at special programs during commencement week; no one was excused from this task.

The class of 1909 petitioned for a baccalaureate service at Bethel College at the close of the school year 1908-1909. The request was referred to the pastors serving the Bethel College Church. The result was the first baccalaureate service in Bethel College at the close of the school year 1908-1909. The sermon was delivered by J. H. Langenwalter. Another petition by the same class, requesting that an address be given by one of the professors of the College in place of the senior orations heretofore given at commencement was denied by the faculty. "Such a step is scarcely necessary as yet for our academic observance" was the verdict.³ The way was however, left open for an appeal to the board of directors. This refusal of the request by the faculty was entirely in accord with the views of the constituency. The oral examinations and the addresses by the graduates at the close of the school year were regarded by the patrons at criteria by which to judge the work done at the institution and the kind of product it was turning out. Although no serious complaints were heard when some years later commencement addresses were introduced, the change was regarded by some as a distinct loss to the constituency.

B. J. H. Langenwalter's First Administration 1910-1911

The problem of finding a successor to President C. H. Wedel was not an easy one. The qualifications needed for such a position are many and varied. A new president should have proper academic training, i.e., he should be able to appreciate and properly evaluate the various phases of college work. In the case of private institutions of learning he should have a sympathetic understanding of and attitude toward the aims and

purposes for which the institution was founded. Acquaintance with existing conditions in the constituency, with the traditions and the procedures of the institution are helpful in charting a course without running the risk of arousing too great dissatisfaction or resentment among faculty, student body, or constituency.

A new administrator, too, must not be too hidebound by tradition; the best interests of an institution are not necessarily served by merely following trodden paths, or just taking advantage of situations as they arise. He must also be willing to experiment wisely and sanely, to strike out in new directions, to enter into new fields, should the situation in his opinion warrant it. The possibilities for the future of the institution, the direction in which it should grow, the mistakes as well as the successes of the past—all must be considered in deciding upon the best course for the institution to follow. The Mennonite church was not replete with men who could meet these qualifications—rather the reverse! The members of the board were fully aware of the difficulties of the situation and proceeded cautiously.



J. H. LANGENWALTER
Acting President 1910-11

The death of C. H. Wedel had also left a vacancy in the Bible department. In May, 1910, the board of directors extended a call to J. H. Langenwalter as professor of biblical literature and ethics in Bethel College which he accepted. Langenwalter was an alumnus of Bethel College, held the degree of A. B. from German Wallace College and of B. D. from the Oberlin Theological Seminary. He also had several years' experience in the pastorate. In August of that year the board offered him the position of acting president of Bethel College which he accepted. He guided the destinies of the institution efficiently and aggressively during the interval in which the board was scanning the field for a permanent successor to the presidency. It was during this time that much of the groundwork was laid, upon which the work of the next few years was built.

1. *Whither Bound?*—The year 1910-1911 was one of great activity. Bethel College was in the birth-throes of a new era. It had arrived at a point whence it must either advance or retrogress. The situation had really become critical. The students were clamoring for a full four-year college course. An overloaded faculty was pressing for relief; especially

heavy was the burden carried in the Bible and natural science departments, but all other departments also felt the heavy pressure upon them. This was relieved only inadequately by the employment of student assistants. The constituency, too, was calling for additional work in Bible. The expansion of the curriculum would necessitate the employment of several new instructors. The demands for advanced work called for instructors with specialized preparation in their fields. The library, too, had not been classified and catalogued; it was merely a collection of several thousand books without arrangement according to any standard system.

The relation of Bethel College to the educational authorities of this and of other states had hitherto received little attention, but was beginning to press for action. Bethel College had thus far not been given a definite rating by either the Kansas State Board of Education or the University of Kansas. Preliminary steps in this direction were taken at this time, as is revealed by the visits of several committees of inspection from the University of Kansas, one in May, 1910, and another one in March, 1911. The latter committee gave a very favorable report of the work at Bethel College, but apparently was not ready to recommend accreditation. Both problems, that of a complete college course and that of recognition by authorized standardizing agencies were pressing for action.

Steadily increasing numbers of young Mennonites were attending other colleges with the attendant possibility of being lost to the church or perhaps becoming a discordant element in it. The attendance had doubled and the average length of student attendance had greatly increased over that of the early years, when many students attended only for a few months of the school year. The increase in the teaching force had not kept pace, and it was evident that at least four instructors would be needed to meet the specific situation in even a moderately satisfactory manner. These were in the fields of Bible, the natural sciences, English, and the German and English Academy branches.

The only alternative to a decisive step forward—that of a full, four-year college—was a step backward—that is, for Bethel College to become a junior college. But it was quite clear to those in whose hand lay the final decision that this latter step would not be the most effective way of serving the constituency. True, the constituency still lacked the forward look; but it was clear that if the church would hold its young people, and if it would prepare its own workers in church and school, it must do more than maintain an academy, or an expanded or overgrown high school of the junior-college type. The petition of the Bethel College students to the Annual Corporation meeting in November, 1910, asking for the addition of the senior year to the three-year college course already in operation was not without significance, and the favorable action upon

the petition by the meeting shows an appreciation of the gravity of the situation by the Corporation.⁴

2. *The Forward Look.*—These problems gave the board of directors occasion for much serious deliberation. It repeatedly called the faculty into consultation when these problems were under consideration, and the board was guided largely in its decisions by the attitude and the arguments of faculty members. It was at one of the later of these sessions that, after a lengthy discussion of the problems involved, the situation had become so tense, that no one, board or faculty member, dared say



FACULTY—1910-11

Alice Martin, P. J. Wedel, Helen Hoisington, G. A. Haury, D. A. Hirschler, P. H. Richert, E. R. Riesen, Lizzie Wirkler, Lena Hunzicker, J. H. Langenwalter, and D. H. Richert.

anything more on either side and a period of hushed silence followed. Suddenly, someone called for a drink of water, at which J. W. Penner of the board remarked in his dry, matter-of-fact way: "*Ja, das wird noch was Wasser kosten*" (Yes, indeed, this is going to take a lot of water"). The remark, casual as it was, proved to be the ray of sunlight, that dispelled the pall of darkness that had settled over the meeting. With a hearty laugh all around, the board continued its deliberations with the result that they finally decided to take the forward steps suggested by the president and the faculty. Whatever may have been the aptness of the allusion, the remark once again proved that "a word fitly spoken is like apples of gold in pictures of silver" (Prov. 25:11). It was decided to employ the four additional instructors and to introduce a full, four-year college course for the following year.⁵

This step undoubtedly constitutes the most important action of the

administration of Acting President Langenwalter. It definitely laid down the policy of the future; Bethel College was not to be limited in its service to a particular field or to a particular need in our Mennonite churches; it was to give Mennonite young people the same opportunities in the educational field that other denominations were offering their young people. Bethel College was definitely undertaking a program that would render it needless for Mennonite young people to seek their training, excepting for professional purposes, among strangers. The dream of the founders "to offer so complete and thorough a course, as to enable the institution to take and maintain a position among the leading colleges of this country"⁶ had come a step nearer its realization.

Fortunately, men of insight and understanding were found also in the constituency, and encouraging experiences were not entirely lacking. While the matter was under consideration one man offered \$1,000 a year for five years if Bethel College would take the forward step.⁷ Additional support was also in prospect. The *Bethel College Monthly* supported the action with great enthusiasm and helped it along effectively by keeping the subject constantly before the constituency. The chairman of the board was asked to write an article for the *Bundesbote* explaining the necessity for the forward steps the board had decided on and thus give the matter the widest possible publicity.

The greatest difficulty in the carrying out of the new plan was, of course, the finances. As later developments showed, the step did not prove as expensive as was feared. The deficit for the following year, when the changes were put into effect showed no noticeable increase over preceding years.⁸ Changes were made in the tuition which increased the income from that source. For the first time, too, a difference was made in the tuition charges between Academy and College. The tuition rates had been raised several times during the earlier years, but there was some dissatisfaction, especially in connection with scholarships.

The original cost of the tuition, and therefore the value of a scholarship, was \$25. An increase in the tuition naturally raised the question: Did this automatically raise the value of a scholarship or should the difference be paid in money? For some time the question seems to have remained in the discussion-stage. The action taken by the board of directors at this time, however, indirectly settled the question. The tuition, which had been \$18 per semester in both the Academy and the College, was in 1911 reduced to \$13 per semester in both, but at the same time an incidental fee of \$10 per semester in the College and \$5 in the Academy was added. This did not change the total fees for the Academy but raised the amount in the College by \$10 a year. The holders of scholarships were thus assured of receiving the original value of the scholarships, while those who paid their fees in cash had no reason to complain of discrimination, since they paid only the equivalent of a scholarship in cash for their tuition.

At this time, too, definite tuition charges for part-time students were put into effect—in the Academy, \$2.50 for a single branch⁹ and in the College, \$3 per branch with a minimum tuition charge of \$5.

The curriculum of the Academy was at this time also reorganized into four courses, each with a specific end in view. These were the English-German Academy Course, the English Academy Course, the Normal Course, and the Academy Normal Course. The first two courses were intended to qualify the student for college entrance, the third was planned with a view to meeting the requirements for the state certificate to teach in rural schools, and the Academy Normal Course was planned to meet both the latter requirements. An Academy Bible Course of five years was also introduced. It included some college work and was intended more specifically for more mature students, who were unable to avail themselves of college or seminary advantages, but desired to prepare for more efficient service in church or school.

The organization of a Normal Training course has been alluded to on a previous page; but, since the preparation of teachers has been one of the main purposes of Bethel College from its very beginning, the subject deserves a little further elaboration. During the early years the most common way to qualify for a rural teacher's certificate was by county examination; Bethel College sought to prepare teachers by qualifying them for such examinations. Such preparation was, however, mostly in subject matter, with little attention to methods of teaching. That the results achieved were, to put it mildly, not entirely satisfactory may well be believed. During the early years of the present century the Kansas Legislature appointed a commission to investigate the public school system of the state. The commission recommended in 1909 the establishment of normal training courses in high schools and an appropriation of \$500 to each high school that would meet the requirements laid down for such courses. Not being a part of the public school system of the state, Bethel College could not qualify for any assistance from the state, but it was quick to meet the requirements thus laid down by the state authorities for the preparation of teachers. The Normal Course above referred to was the result.

The Kansas Legislature of 1911 considered a bill granting state aid to all colleges offering normal training. The Bethel College faculty actively supported the bill. However, the bill failed of passage. The 1909 bill accomplished its purpose in providing more and better-prepared teachers for the schools of the state, but, like some other good things, it carried the seeds of its own undoing with it. The influx of teachers was so great that the supply much exceeded the demand, and normal training courses began to lose their popularity and to decrease in number. The oversupply of teachers also made it possible to raise the requirements for the teaching profession, and, after a few years, the Bethel College Academy, with

most other high schools, discontinued the normal training course (1924). This action did not mean the discontinuance of teacher-training at Bethel College, but merely a raising of the standards, a change from a less-well-to a better-prepared product, from high school preparation to two years of college preparation.

In casting about for suitable instructors to add to the faculty, the board finally selected the following; J. W. Kliever, S.T.B., as acting president and professor of ethics and missions; J. H. Doell, A.B., assistant professor in biology; H. L. Stump, A.B., professor of English language and literature; H. D. Penner, instructor in the Academy. The first three accepted, but H. D. Penner declined the call. Kliever and Doell took up the work at the beginning of 1911-1912; Stump joined the faculty for the 1911 summer session. Miss Elsie Byler, A.B., was appointed instructor in English and in Normal Training branches and dean of women. E. R. Riesen was given a year's leave of absence for graduate study, and Miss Katherine Mueller, A.B., was employed in his place for 1911-1912. All these changes were made during the school year, 1910-1911.

3. *Progress in Various Areas.*—At this time the student-housing problem, especially for men students, had again become acute. To encourage the building of homes by members of the faculty the board in the spring of 1911 donated two building lots to instructors who desired to build or had built homes on the campus. In the same year the "Stump House" was built as a residence for Professor Stump by an association of friends of the College and faculty members. Later this building became the property of the College, largely through the donation by the members of the association of their shares to the College. In the same year the present J. F. Moyer home was built by P. P. Wedel, then a student in Bethel College.

However, the erection of private homes had little effect on the congested student-housing situation on the campus. Fortunately, now as on several previous occasions, good friends came forward with a solution to this vexing problem. A group of friends interested in the cause of missions and of higher education offered, through J. G. Regier, a member of the board of directors and its treasurer, to erect a home for students on the campus on condition that the College pay \$200 a year for twenty years into the treasury of the Mission Board, after which the building would become the unencumbered property of the College. The Mission Home, now more commonly called the White House, was erected on these terms. The building, which could accommodate thirty-six students as originally built, proved a great boon to the College. Memberships in the Corporation, but no scholarships, were given for the donations to this building.



THE WHITE HOUSE

Until the year 1910-1911 the library books had not been scientifically classified and catalogued. P. J. Wedel had been acting as librarian since 1903; but heavy teaching duties—from 25 to 30 hours a week—and the lack of expert library training made this position of little more than nominal significance during these years. In 1911 Miss Lena B. Hunzicker, being relieved of certain teaching duties, was placed in charge of the library, thus providing for the first time the services of a trained librarian. Some important changes were inaugurated. In 1911 the crowded conditions in the library were remedied by moving it from the northeast room of the first floor to the room below the chapel. A platform at the north end of the room was removed, and a metal ceiling was put in. The board of directors decided that classification of the books in the library should be begun. A library committee, consisting of President Kliever, Miss Hunzicker, and G. A. Haury, was appointed to pass on book purchases. *The Readers' Guide* had been placed in the library in 1910. Thus, over a span of a few years, the library had become modernized and was made of much greater service to students.

The year 1911 is also marked by increased activities in the field of intercollegiate activities. Early in the year the faculty approved the constitution of an "Oratorical and Debating Union," the purpose of which was to foster interest in these activities. Friends of the institution helped by providing prizes for various contests. Occasionally contests took place that did not need the stimulus of a monetary reward: for example, originating in state loyalty, a contest "Sing" in the *Germania* Literary Society was conducted between Nebraska and Minnesota students. For the proper direction of the forensic activities of the school G. A. Haury and E. R. Riesen were appointed sponsors of such activities.

Early in the same year the Ladies' Glee Club was given permission, subject to faculty approval, to give several concerts in neighboring towns. The instructors in voice at times were non-Mennonites, whose ideas and ideals were not always in accord with Mennonite principles. The faculty found it necessary to exercise close supervision over programs offered to

the constituency, since a misstep in this direction could undo the results of years of harmonious and friendly cooperation between School and constituency.

The religious life and activities of the students were not overlooked during this time. To give students of the Bible Course some practical training, each student was required to appear at least once a year in the pulpit of the Bethel College Church, and on occasion they were asked to serve neighboring churches. Students in homiletics were given the opportunity to appear in the pulpit on alternate church Sundays after D. Goerz became incapacitated for further service. In 1911 a requirement of two years of Bible was imposed on all English-speaking students in the Academy.¹⁰ No English Bible had been required prior to this time, there being no demand in the churches as yet for ministers speaking English. Religious instruction was given to the children in the German parochial schools.

In the spring of 1911 the Christian Students Union was organized.¹¹ Its purpose was: to unite all students who desired to strengthen their spiritual life; to promote growth in Christian character and fellowship and aggressive Christian work, especially by and for the students; to train its members for Christian service; and to lead them to dedicate their lives to Jesus Christ. Young Men's and Young Women's Auxiliary Cabinets were organized to direct the work among men and women students, respectively; a cabinet composed of the two auxiliary cabinets had charge of the joint work. The chief aim was to foster Bible- and mission study. It was not intended, and did not, displace the Christian Endeavor Society which had existed since the opening of school. Frequent articles from former students now in active service in various mission fields appearing in the College paper helped materially in creating and strengthening interest in the work of missions.

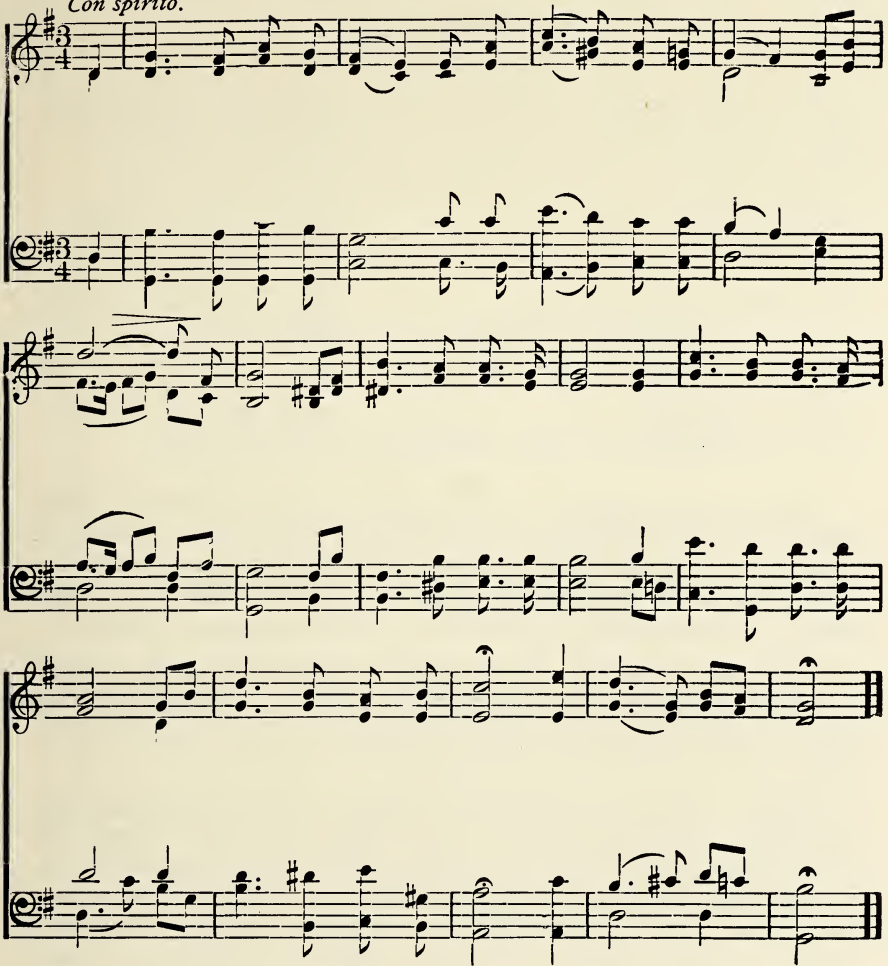
Other specific items of interest of the year were: the first Academy Junior-Senior banquet in April, 1910; the first College Day or Founders' Day observance on October 12, 1910; permission to the Academy seniors to publish an annual, the second one in the history of Bethel College; a concert by the Oberlin College Glee Club during the Christmas vacation of 1910 under the direction of a former Bethel College student, John E. Wirkler; the anniversary observance of the last appearance in the pulpit of President C. H. Wedel on March 20, 1911. The student body gathered in front of the C. H. Wedel home and sang several songs to his memory. Of interest, also, is the apparently accidental meeting for the first time in history of the presidents of three Mennonite colleges—Bethel, Goshen, and Central Mennonite (Bluffton)—early in the same year. Hopes for closer cooperation between the three institutions were expressed at the meeting. The year was also marked by the publication of the first Bethel College Song, composed by P. H. Richert in both the English and the German languages¹² and set to music by D. A. Hirschler.

A BETHEL SONG.

P. H. RICHERT.
Con spirito.

(METRE: 6, 6, 4, 6, 6, 6, 4.)

D. A. HIRSCHLER.



Ein Bethel Kollege-Lied.

(METRE: 6, 6, 4, 6, 6, 6, 4.)

- | | |
|---|--|
| <p>1. Stimmt uns ein Schullied an,
Das jeder singen kann
Nach Herzenslust!
Es muß von „Bethel“ sein;
Dann stimmen alle ein;
Dann harmoniert es fein
Aus voller Brust!</p> | <p>3. Hoch leben soll—und lang:
Kleiß, Treue, Spiel und Sang
An diesem Ort!
Wir steh'n für Freundschaft ein,
Für Bethels Sonnenschein,
Für Deutschum, fromm und rein,
Und—Gottes Wort!</p> |
| <p>2. Wir stimmen an mit Kraft
Ein Lied von Wissenschaft,
Natur und Kunst!
Was schön und wissenswert,
Was Geist und Seele nährt,
Den Sinn nach Oben kehrt:
Hat unsre Gunst.</p> | <p>4. Was soll denn „Bethel“ sein?
Der Name sagt es fein:
Ein „Haus des Herrn“!
Er stammt aus alter Zeit
Und strahlt in Herrlichkeit;
Sei Bethel drum noch heut
Auch uns ein Stern!</p> |

— P. H. Richert.

A BETHEL SONG

P. H. Richert

Sing we a Bethel Song;
 Let it rise full and strong
 From loyal hearts!
 We sing of books and friends,
 Of true intelligence,
 Of Science, common sense,
 And all the Arts.

Three cheers with voice and hands
 For all that Bethel stands
 In work or play!
 Three cheers for Hebron's heights
 Its games and Birthday sights,
 And for all Bethelites—
 Three cheers we say!

When Bethel's song we sing,
 Be it with double string
 Of heart and voice!
 We sing a noble name
 With an historic fame;
 Remember whence it came,
 And so rejoice!

Bethel means "House of God";
 Spread this good name abroad,
 And make it true!
 Stand up for truth and right,
 For wisdom's holy light,
 For all that's pure and bright,
 And lovely, too!

Credits toward a diploma were extended to include rudiments of music and chorus in the Academy. In the College, oratory was included for credit, "as is usual in standard colleges."¹³ Student-loads were limited to sixteen hours, but the transition from the excessive loads of the early years to normal, present-day loads was a slow and painful process.¹⁴

A ruling was also made by the board at this time denying the right to vote in meetings of the Corporation to makers of endowment fund notes on which the interest had not been paid for longer than one year. The notes, however, were to remain valid.

The year, 1910-1911, although an "interim" year, thus indicates some very definite trends in the direction of a "bigger and better" Bethel. Certain changes initiated more or less tentatively during the preceding two or three years became incorporated into the future policies of the institution. It was definitely set on the road to greater service to the church through a stronger appeal to its youth to which it was offering the greater opportunities for which it was asking. The Mennonite church, too, could now more fully repay the debt it owed other denominations for the opportunities they had given Mennonite youth in this field.¹⁵ That other denominations have not been unmindful of these opportunities is attested by the fact that fully 16 per cent, or approximately one out of six of the graduates of the College since the introduction of a full, four-year college course have registered other than Mennonite church affiliation. The birth throes of a new era for Bethel College had begun. The ultimate goal—a full, four-year college for Mennonite youth, with advantages comparable to those that other denominations were offering their youth, but in a definitely Mennonite atmosphere and under Mennonite auspices—seemed to be in sight.¹⁶ The final attainment of this goal, however, still involved many a headache—and many a heartache!

THE STORY OF BETHEL COLLEGE
Part III
BECOMING A LIBERAL ARTS COLLEGE

INTRODUCTION TO PART III. BECOMING A LIBERAL ARTS COLLEGE (1911—1932, 21 years)

The reader was taken through the first eighteen years of the school's operation in Part II, "Pioneer Years at Bethel College." Circumstances required that Bethel begin as a Bible-Academy although its aim was to become a college. There was no unanimity as to what kind of a college it should become, a Bible-College or a Christian Liberal Arts College, or even, if anything like a college was needed or desired. Although toward the end of the pioneer period the decision was made to introduce a full four-year college course, the struggle continued until the matter gradually clarified itself in the following twenty-one years covered in Part III entitled "Becoming a Liberal Arts College (1911-1932)." This period was one of stress and strain, due largely to the growing pains incident to the shift from a Bible-College to a Christian Liberal Arts College pattern and the ever present issue of Corporation vs. Conference control. That these were extremely difficult times is clear from the fact that during this period Bethel College changed administrations five times, with three different presidents and an Administrative Committee involved. The chapter headings indicating this restlessness are: "The Beginning of John W. Kliever's First Administration (1911)," "Becoming a Liberal Arts College," "Sailing Stormy Seas," "President Kliever Concludes His First Administration (1920)," "The Administration of John E. Hartzler (1920-1921)," "The Second Administration of J. H. Langenwaller (1921-1924)," "The Committee on Administration (1924-1925)," "John W. Kliever Begins His Second Administration (1925)," and "The Depression and its Difficulties."

CHAPTER IX

THE BEGINNING OF JOHN W. KLIEWER'S FIRST ADMINISTRATION (1911)

In May, 1911, the board of directors extended a call to J. W. Kliever to become acting president of Bethel College. The call was accepted, Kliever assuming the active duties of the presidency on September 12, 1911. He was a graduate of the Halstead Seminary, and had been both student and instructor in Bethel College. He held the S.T.B. degree from Garrett Biblical Institute and had filled the pastorate of the large Mennonite church in Berne, Indiana, very acceptably for a number of years. He was widely and favorably known in General Conference circles and beyond, both in the East and the West. He had considerable teaching experience, although this was confined mostly to elementary schools. Perhaps the lack of the discipline that comes from a thorough college- or university-training proved something of a handicap; but an alert personality, a keenly analytical mind, and an unusual ease and clarity of expression made him in many ways the peer of men with much greater academic training. He had been a member of the board of trustees of Bluffton College and so was not entirely without experience in the field of college administration.

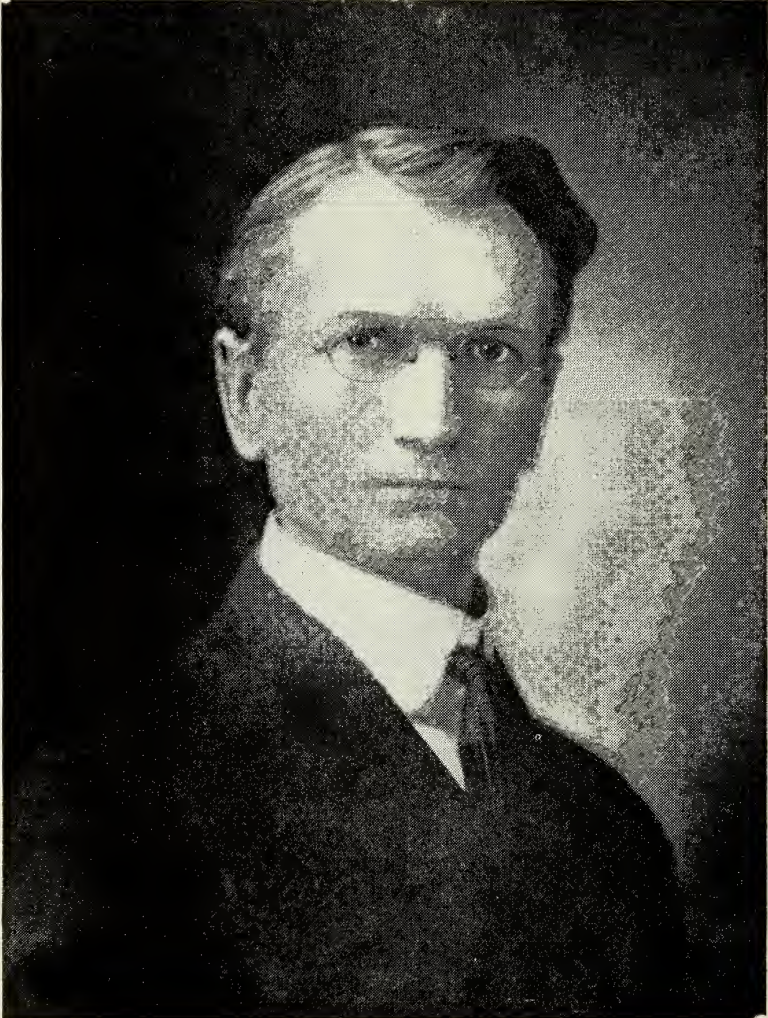
When the new president took over the duties of the office, he found the institution with many problems confronting it. The policies to be pursued, if not as yet clearly outlined, were at least beginning to assume recognizable shape. It was a period of transition, and as such very apt to be of a rather critical nature, but for men of vision and courage such times may be opportunities beckoning onward, steppingstones to progress. The new president viewed them in this light.

A. Faculty and Curriculum Changes

In addition to his duties as acting president Kliever was given the chair of Ethics and Missions. The other faculty members for the first year of his administration were:

- J. H. Langenwalter, A.B., B.D., Dean of the Bible Department and Professor of Biblical Literature and Church History
- Gustav A. Haurly (University of Kansas), Secretary of the College and Professor of Latin
- P. J. Wedel, A.B., Professor of Natural Sciences
- D. H. Richert, A.B., Professor of Mathematics and Astronomy
- H. L. Stump, A.B., Professor of English Language and Literature
- Lena B. Hunzicker, A.B., Librarian and Professor of History
- J. H. Doell, A.B., Assistant Professor in Biology

P. H. Richert (Halstead Seminary and Bethel College), Instructor in German
Academic Branches
Katherine Mueller, A.B., Professor of English and Normal Training
D. A. Hirschler (Oberlin Conservatory of Music), Professor of Instrumental
Music and Theory



JOHN W. KLIEWER, PRESIDENT 1911-20; 1925-32.

Helen Hoisington (University of Kansas), Instructor in Vocal Music
Elizabeth Wirkler (St. Louis), Instructor in Fine Arts
Alice Martin (Columbia College of Expression, Chicago), Instructor in Elocution
and Physical Culture
E. R. Riesen on leave-of-absence for the year 1911-1912

Faculty and curriculum changes were so closely intertwined that they will be treated together. The decade proved one of the stormiest in the history of Bethel College, but this subject will be discussed under a separate heading. We are here concerned mainly with the changes in the personnel of the faculty. In 1913 Professor Langenwalter was given leave-of-absence for two years for further study. J. F. Balzer, A.M., a graduate of the Academy in 1905, while a graduate student at the University of Chicago, accepted a call to the position of Greek and Bible in Bethel College. He was ordained to the ministry in 1914 and was made dean of the College in the same year. He retained this position until 1918, when he, too, was given leave-of-absence for two years. He never resumed his work at Bethel College. J. E. Hartzler, A.B., B.D., who was then elected to fill the position of professor of Bible, taught successfully until 1920, when he assumed the presidency of Bethel College. J. H. Langenwalter did not return to his former position of dean of the Bible department at Bethel College until 1919.

In 1916 J. W. Kliewer's status was changed from acting president to president. In the same year he was relieved of his teaching duties in order to put on a financial campaign. This type of work was by his own admission distasteful to him; but according to current practice it was a task that fell to the president's office, and he made the best of the situation. At this time also the position of secretary to the president was created by the board and Miss Clara Schmutz was elected to the position. A hectograph was added to the equipment of the office, one of the few mechanical aids at the disposal of any of the College offices at the time.

No department of the institution was considered of as great importance and none was watched more closely, and perhaps less open-mindedly, by the constituency than the department of Bible. In view of the past religious experiences of the Mennonites as well as of the primarily religious aims and purposes of Bethel College, this would appear but natural. Unless instruction remained fundamentally true to the teachings of the church there was but little point in maintaining the institution at all. So, while instruction in other departments, especially the natural sciences, was by no means left to take its course unobserved by the constituency, the instruction in the Bible department became the object of special scrutiny from the very beginning.

Frequent changes also took place in many other departments. H. L. Stump, A.B., began his work in the department of English in the summer of 1911. A man of more than ordinary gifts, but with impaired health, he had come West in hopes of improving his health. In 1912 he was made dean of men in addition to his regular teaching duties. His health, however, gradually failed and in March, 1914, he was given leave-of-absence for a year with pay, and a promise of re-employment upon re-

covery, provided such re-employment would be approved by at least two physicians. However, even the mild climate of the West Coast failed to benefit his health and the board finally relieved him, at his request, permanently from the position in the English department, but planned to establish a special chair for him in Philosophy and Religion and allied subjects, whenever his health would permit his re-employment. However, it was not so written in the books. He lingered on and finally passed away in February, 1917. In him Bethel College lost a man of rare qualities of heart and mind, whom to know was to get a better understanding of the meaning of life. His was one of those rare souls who despite physical weakness and suffering radiate forth strength and confidence and make one feel the pettiness of one's own troubles and one's own attitudes toward difficulties and disappointments. In a letter addressed to President Kliever his nurse who was with him at the end says:

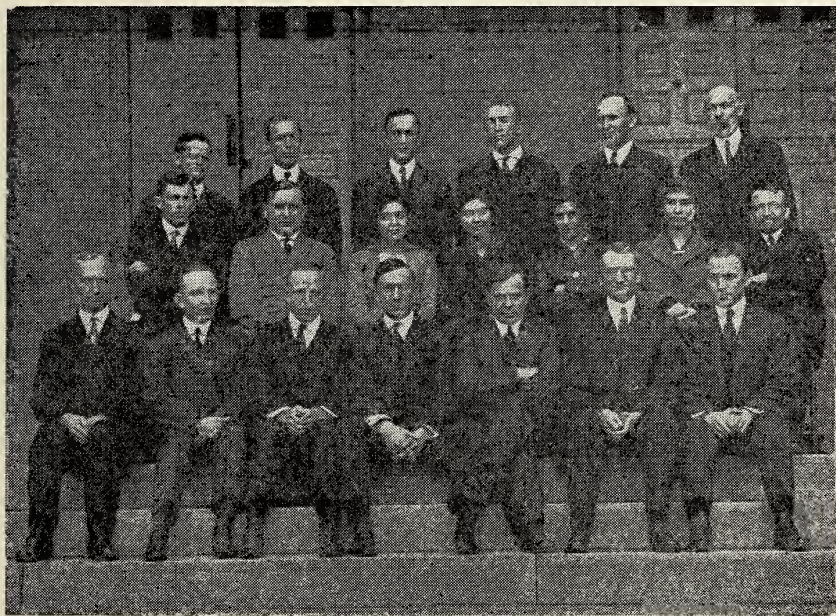
His "life was radiant with unselfish service, its worthy ambitions beckoned to the very end—and the mind and its executive powers were clear and strong. Not only great strength of mind was here, and a strong will—not only high purpose—but a soul that trusted God and found Him equal to every need."

A memorial service was held for him in the chapel on February 27, at which professors Balzer and Shank spoke on behalf of the faculty; P. P. Wedel on behalf of the board, and C. E. Krehbiel on behalf of the constituency.

Upon Stump's leave-of-absence which began in March, 1914, N. H. Huff was called to complete the year's work in the department. For the following year E. E. Leisy, who held an A.B. degree and had done graduate work in his field, was called to the position of professor of English and was made head of the department the following year. He was given leave-of-absence for 1916-1917 and his place was taken by J. W. Shank, A.B., a Mennonite missionary on furlough. E. E. Leisy returned the following year, having earned the A.M. degree, but remained only for one year, apparently as a result of the war situation. Miss Ida Ligo, A.M., succeeded to the position in 1918 and held it until 1921.

There were comparatively few changes in the field of the natural sciences. With the employment of J. H. Doell and the consequent division of the field into physical and biological science departments, a biological laboratory had to be provided. This was done by dividing the basement of the north wing of the Main Building lengthwise by a partition. The west side room was made into a biological laboratory and the east side was set aside for museum purposes. In 1913 Doell's rank was raised from assistant professor to professor, and in 1917 he was given a permanent call to the position in recognition of efficient service. In the same year he was requested to prepare for a proposed course in agriculture and spent the summer at the State Agriculture College, Manhattan.

In 1913 P. J. Wedel was elected to membership in the American Association for the Advancement of Science, and in 1915 he was given a year's leave-of-absence for graduate study. He returned to his former position with a master's degree within a year. His place was ably filled by P. D. Schultz, a graduate of Bethel College and holder of a master's degree. In 1918 Doell was made curator of the Museum. The next year he was given leave-of-absence and spent the years 1919-1921 as instructor in the McKinley High School in Honolulu, Hawaiian Islands. His place was filled by Alfred Brauer, A.B., during this interval. In 1919 P. J. Wedel was made registrar of the College and continued in this position for the next twenty-two years.



FACULTY 1914-1915

Front row: A. B. Schmidt, H. H. Wiebe, E. E. Leisy, E. R. Riesen, D. H. Richert, J. W. Kliewer, A. D. Schmutz. *Middle row:* J. F. Balzer, J. H. Doell, Elva Krehbiel, Mrs. A. W. Meens, Alice Martin, Mildred Schuler, H. D. Penner. *Back row:* Fred Mendel, P. J. Wedel, J. E. Amstutz, W. F. Schroeder, J. H. Franzen, G. A. Haury. (Not on picture: C. C. Regier, Helen Hoisington)

With the growth of the work in the natural science field, assistants were employed from time to time. In 1914 W. F. Schroeder, A.B., was elected assistant in science and director of physical education, but resigned in 1917 to take up the study of medicine. In 1920 L. J. Tiaht, A.B., was made assistant in the department, but held the position for only one year. In these, as in other departments, the daily routine of classroom and laboratory instruction involved much work for the instruc-

tors that could have been left to assistants had financial conditions permitted the regular employment of adequate assistance in the various departments. At times student help was available, but the frequent changes which such help entails are not the most effective method for building up a department.

No changes occurred in the teaching personnel of the department of mathematics during these years; but D. H. Richert was made principal of the normal department in 1912 and served in this capacity until 1915. W. F. Schroeder also served as assistant in this department from 1914-1917. The department of the social sciences, while under the direction of highly capable instructors during most of this period, nevertheless can hardly be said to have been organized along modern lines. The emphasis was put almost entirely on history and only occasionally were elementary courses in government, economics, and sociology offered.

In 1912 C. C. Regier, A.M., was elected to the position of professor of history and social sciences. The work was expanded by the introduction of additional courses in economics and sociology. In 1914 he was given leave-of-absence for two years, and A. B. Schmidt, A.M., was elected to the temporary vacancy. Regier's leave was, however, extended in 1916 for two more years. He returned in 1918 but severed his connection with Bethel College at the close of 1918-1919. A. B. Schmidt was made registrar in 1918 but resigned his position at the close of the year. A highly successful debate coach, Schmidt was given a chain and knife by the Student Council in recognition of his fine work in this activity, at the Alma Mater meeting in 1919, when he severed his connection with Bethel College. C. C. Janzen, A.M., was elected successor to A. B. Schmidt as professor of social sciences. He was well qualified for the position, having done work beyond the requirements of the master's degree in his field. He continued his work with Bethel College well into the next decade.

The department of education also underwent a number of changes during the decade. With the exception of the year 1911-1912 Professor Riesen served as head of the department until 1916. In 1913 he had been elected to the newly created position of registrar. Students' records had previously been kept by the secretary of the faculty. The change involved much more than a mere change in personnel; it meant the organization of an entirely new office, revision of record forms, new procedures, and other changes. In 1916 Samuel Burkhard, A.M., was elected professor of education and E. R. Riesen took over his favorite field of philosophy. Riesen's resignation in the spring of 1918 was keenly felt, as he was a thorough-going schoolman, who had been a moving spirit in the introduction of the normal-training course, the four-year college course, and the reorganizing of the College catalog. He had a wholesome, directive influence upon school activities in general. His

decision to resign was prompted by the opportunities of a larger field of service, better remuneration, and an improved climate. The position he accepted at the University of Arizona was of the same kind as at Bethel College, registrar and professor of philosophy.

Samuel Burkhard remained with Bethel College till 1919. In 1917 he was made acting dean of the College, but his work as instructor was subject to much shifting during these years. He taught not only in the fields of philosophy and education, but also Bible and manual training. His successor to the position of professor of education was D. K. Katterjohn, A.M. He was an experienced teacher and rendered very acceptable service, but resigned with the close of the school year. Katterjohn appears to have been the first to investigate the feasibility of introducing supervised teaching for prospective teachers at Bethel College, though observation teaching had been introduced as early as the summer of 1917.

In the early catalogs the German and English branches are intermingled by years, and no separate department of German is listed in any of the catalogs before 1909.¹ In that year, when E. R. Riesen was called to the position of education and German, he introduced a separate department of German. The offerings in the department were confined mostly to the Academy since College attendance was small as yet. In 1913 H. H. Wiebe, A.B., was given a call to the department and served till 1915 when he was given leave-of-absence for graduate study. In that year G. Enss was elected to the vacancy thus formed, remaining with Bethel College during the next three years. The return of H. H. Wiebe in 1917 with a master's degree and a year of experience as graduate student assistant developed some friction in the department. Professor Enss, who had received his training in the higher schools of Russia and had attended German universities, did not appear willing to be relegated to second place in the department. The matter, however, never came to a head as the war and other situations intervened; the German was dropped for the year 1918-1919 and both men severed their connection with Bethel College. In 1919 the German was reintroduced with Miss Naomi Nelson, A.B., as assistant in English and German, but the recovery from the blow of the preceding year was slow and only a few students patronized the department of German. Miss Nelson resigned her position at the close of the year.

The bilingual status—English and German—of the great majority of the students of the early years naturally reduced the demand for other modern languages to a minimum. No other modern language was scheduled until the *Seventh Annual Catalog* (1899-1900) which announced a course in elementary French. Inspection of the records at the registrar's office, however, shows that a class in French was taught during the opening year and at intervals during succeeding years prior to the date mentioned above. The classes were so small—one to three students

—that it is difficult to justify the procedure on academic grounds. Instructors' loads were excessive even without such "extras," but the desire to attract and hold students was sometimes allowed to override sounder judgments.

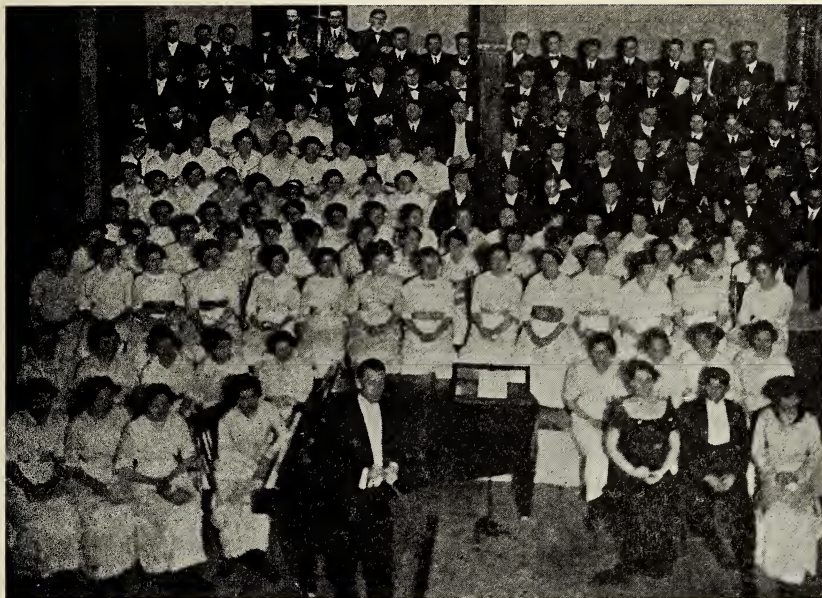
French courses were announced at intervals during succeeding years, but the first regular instructor in this field was Katherine Mueller, A.B., whose name appears in the *Nineteenth Annual Catalog* (1911-1912) as professor of modern languages and Greek. The work in French was, however, only a one-year elementary course. The work was continued in the two succeeding years with William Wiebe as instructor. Wiebe was a student in the College at the time, but had received thorough training in this line in Germany. In 1915-1916 Miss Flora Benedict, A.M., was employed as instructor in French and German, and Mrs. G. Enss taught a French class the following year. In 1917 Irvin Haury, A.B., son of Professor G. A. Haury, was elected to the position of instructor in French and Spanish, but his death in 1918 again created a vacancy which was not filled until 1919 when Miss Wanda Isaac, A.B., was elected to the position. Both Irvin Haury and Wanda Isaac were alumni of Bethel College. Miss Isaac severed her connection with Bethel College temporarily in 1920.

The classical languages, Latin and Greek, fared somewhat better. The classical idea of education still held sway very largely among some faculty members. G. A. Haury continued the Latin classes throughout the decade, but the classes were gradually dwindling. In spite of strenuous efforts the tide could not be stemmed; the Latin was slowly giving way to modern languages, which were regarded by students as of more practical value. No member of the faculty was held in higher esteem by students and colleagues than G. A. Haury. In January, 1913, his fiftieth birthday was made the occasion of some special exercises during a chapel period. Special recognition was also given him at the close of 1917-1918, the year which completed twenty-five years of service at Bethel College for him. A short program of addresses by faculty and board constituted the exercises at which he was also presented with an electric lamp in appreciation of the twenty-five years of service.

Greek being regarded as a tool-subject in preparation for the ministry, the classes never were large, and the work was offered mostly only on demand. Provision was made throughout the decade for such demand as might arise. Beginning with Miss Mueller in 1911-1912 the classes were taught successively by J. F. Balzer (1913-1918) and J. E. Amstutz, A.B., pastor of the Halstead Mennonite Church from 1918 on. Amstutz also took over the classes in philosophy on Riesen's resignation.

The faculty of the music department, too, underwent many changes. D. A. Hirschler resigned as head of the department in 1914 to take a similar position in the College of Emporia. He rated highly as a mu-

sician, his services being much in demand in outside musical circles. His successor was A. D. Schmutz, also an accomplished musician. Schmutz, a graduate of Bethel College, held the degree of Mus.M. from the Bush Conservatory, Chicago, Illinois. With his resignation in 1918, Bethel



ORATORIO SOCIETY, 1914-15 A. D. SCHMUTZ, DIRECTOR

College lost another popular and efficient instructor, though he returned to Bethel College for a time a few years later. Mrs. Harriet Blatchley, a graduate of a Musical Conservatory in Michigan, was elected to succeed him as instructor in instrumental music.

The changes in the department of voice were not less frequent. Miss Hoisington was given a year's leave in 1912-1913 for advanced study. Her place was taken by Miss Elsie Randall during her absence. On Miss Hoisington's resignation in 1915, Miss Elizabeth Hesse was employed and served until 1918. She was followed in quick succession by Fern De Mar (1918-1919), Justina Regier (1919-1920) who was followed by her predecessor, Miss De Mar (1920-1922).

The career of the art department was no less checkered. Miss Wirkler resigned in 1914, and so far as the records show no one was found to take her place for the following year. In the summer of 1915 Miss Joy Davis accepted the position of instructor in art and drawing in Bethel College, and served through the summer and the following year. She was succeeded by Miss Alice Hulick (1916-1917), who in turn was followed by Miss Daisy Koppes (1917-1918). The last two mentioned

were residents of Newton and were employed part-time only. For some years thereafter the position remained unfilled.

The work in home economics seems to have found its way into the curriculum by a sort of back-door entrance. With the discontinuance of the "Art Needle Work," offered by Mrs. Kruse in 1901-1902, all work of this type seems to have fallen into oblivion. It was not until 1915 that Miss Joy Davis offered, in addition to some work in art, a course in home administration and one in domestic science for either college or academy credit. The classes were small, but not discouragingly so. No work was offered along this line in 1916-1917, but in 1917 a department of home economics was organized with Miss Frieda van der Smissen, B.S., as instructor in domestic science and art, and stewardess of the Boarding Hall. Since the work was almost entirely "applied" in character, its academic status was somewhat uncertain at the time. It was given the status of an independent department, similar to music and not considered a part of the liberal arts curriculum. This latter step was not taken until several years later. The department proved popular with the students, in fact much more so than with the constituency, which has always been slow in giving approval to "applied" work in education. While most of us may agree that theory which is never put into practice is of little value except as mental gymnastics, many are not so ready to admit that practice, too, without theory is incomplete and imperfect. Miss van der Smissen remained with the College through the years 1917-1920.

In 1912 the department of elocution was discontinued and its work united with that of the English department under the name "English and Oratory," but Miss Alice Martin retained her position as instructor in elocution and physical culture, the work being also listed as a separate department under the name "Oratory and Expression." H. L. Stump was listed as professor of oratory and Miss Martin as instructor of expression. With the resignation of Miss Martin in 1915 the department was discontinued and its work was incorporated in the English department under the name "Argumentation and Public Speaking."

The greatest drawback to systematic physical exercises during the early years was the lack of suitable accommodations. The agitation for the erection of a gymnasium which was begun during the early years of the century, however, helped to create and maintain interest in this form of activity. In 1912 the faculty gave permission to college students who were members of the Newton Y. M. C. A. to take one hour of physical training a week in the city Y. M. C. A., but under faculty supervision.

The work was done in the evening and students taking it were required to make up the time thus spent away from the campus by devoting the hours from 4:30 to 6:00 p.m. to study. In 1913 the faculty adopted strong resolutions favoring the immediate erection of a gymnasium.

In 1914 W. F. Schroeder accepted a call to the position of director

of physical education for men. He gave the work a good beginning but resigned in 1917 to take up the study of medicine. The financial question, too, was beginning to assume threatening aspects and with Schroeder's resignation the work in physical training suffered a setback. R. A. Goerz became athletic coach for 1917-1918 and W. H. Dotson for the following year. Both men being actively engaged in business in Newton could not make this work one of their chief concerns. For the next two years no one was employed in this capacity and as a result the work became somewhat disorganized, but the beginning of the next decade brought a change for the better.

The story of the work in physical education for women is merely a repetition of that for men. In 1913 Mrs. A. W. Meens was elected director of physical education for women and served from 1913-1915. She was succeeded by Mrs. Ruby Mullins, a trained nurse, who had had twelve years' experience in teaching physical culture. Mrs. Mullins resigned after two years. Miss Zillah Mileham was made physical director for women for the following year (1917-1918). The names of the Misses Ringelman, both students (1918-1919), Miss Helen Isaac (Mrs. J. F. Moyer) (1919-1920), and Mrs. Cora M. Haury (1920-1921) complete very much the same kind of a kaleidoscopic picture for the physical training of women as had been the case for men.

With the resignation of Miss Hunzicker in 1913, the position of librarian became vacant. Miss Helene Riesen was employed as librarian with the privilege of half-time study.² In 1916 she obtained a year's leave-of-absence, which was spent at the State Teachers' College, Emporia, in further preparation for her work. She was granted a library certificate by the Teachers' College and the A.B. degree by Bethel College in 1917. The board then gave her a call to the position of librarian, which she accepted and filled in a highly satisfactory manner until December, 1932. Miss Elma Schowalter, A.B., served as librarian during Miss Riesen's leave.

B. Efforts to Secure Financial Adequacy

Increased academic demands brought with them also increased financial demands. Especially was this true of the introduction of a complete college course and state accreditation. The requirements of the latter step, especially, could not be ignored. These involved increases in faculty salaries, an increase in the endowment fund, and more and better instructional facilities, especially in the departments of the natural sciences which necessitated a science building.

At the beginning of the decade the finances of Bethel College were at a low ebb, and the new administration of President Kliewer took some decisive steps looking toward improvement. In 1911 the board of directors created a finance committee consisting of President Kliewer, J. G. Regier, and C. F. Claassen to manage the finances. The committee was

authorized to issue bonds in the amount of \$15,000. Another committee was appointed to draw up a "Life Annuity" plan. President Kliever, C. F. Claassen, and H. E. Suderman were appointed to this committee. At this time the board also decided that all income from "special departments" is to be put into the current fund, instead of into separate special funds.

The annual Corporation meeting of the same year decided that money and notes given for the endowment fund must remain "untouched." Such money was to be loaned out against good mortgages and only the income from the fund was to be used for "school purposes."³ The financial



BOARD OF DIRECTORS, 1912-13

Left to Right: D. J. Regier, J. J. Krehbiel, Gustav Harder, J. W. Penner, H. Banman, J. W. Kliever, R. A. Goerz, Abr. Ratzlaff, J. G. Regier, R. S. Haury. (Jacob Isaac and H. P. Goertz absent).

situation had become so tense that there were suggestions in the air that the endowment fund might be "touched" to help pay current expenses. In 1913 the board decided that all bills must be approved by the business committee before they are paid by the treasurer. Apparently the only check on the treasurer hitherto had been the report of the auditing committee. In the same year the Corporation elected an auditing committee, the first one to be chosen in this way, former auditing committees having been elected by the board from its own membership.

Various means were resorted to in order to relieve the situation. In 1911 the students were given an opportunity to contribute to the endow-

ment fund. The result was that \$100 subscriptions were received from each of more than twenty of the students.⁴ In 1912 the board adopted a life annuity plan, setting in 1913 the rate of interest on such annuities at 4 per cent for persons over sixty years of age. In 1914 the Alumni Association adopted a "Living Endowment Union" plan by which each member of the Association obligated himself to pay a certain sum to Bethel College annually. The pledge thus given could be terminated (1) by death; (2) by paying a sum of which the amount pledged was 4 per cent; (3) by giving ninety days' notice before a payment became due. Exemption from any single payment could be obtained by giving thirty days' notice in advance. The Life Annuity plan has become a permanent part of the financial policy of Bethel College. The Living Endowment Union plan, however, seems to have fallen by the wayside soon after its adoption by the Alumni Association. In 1915 the Alumni took over the debt on the auditorium-gymnasium amounting to about \$6,000, thus relieving the administration of a portion of the burden.

Efforts to solicit funds among the constituency were, of course, continued from time to time. Faculty members continued to serve the congregations with educational addresses and were also at times employed in the solicitation of funds as well as of students. The burden of solicitation, however, rested upon the shoulders of President Kliever. Contacts with the congregations were made through religious meetings followed by solicitation of individual members. The correspondence of this period is revealing in many ways. It shows practical unanimity on the part of the congregations in favor of the religious services, but gives little encouragement to a financial campaign. One cannot restrain a feeling of admiration for a faith and a courage that could persevere year after year in the face of such odds.

In 1914 the annual meeting of the Corporation adopted a resolution to make another effort to collect delinquent interest on endowment fund notes; and, if such efforts failed, to report the names of the delinquent members to their church boards, where such interest was delinquent for three or more years. The following year the board published a statement of the Bethel College deficit with the per capita amount per Conference member required to liquidate it. It was hoped that this would make a stronger appeal to the constituency than would a general statement. These hopes were only partially realized.

The board also turned its attention to other possible sources of income. It increased the room rent about 15 per cent and about doubled the cost of board during the decade. In 1919 it raised the payments by the department of music to the College to 15 per cent, increased the price of private music lessons about 15 per cent and also made increases in the laboratory fees. To aid the gymnasium fund a charge of \$5.00 and \$7.50 for day and evening meetings, respectively, was introduced for special

meetings held in the gymnasium. The money was to be paid into the gymnasium fund. The rise in prices was, of course, due largely to the increased cost of living.

In 1916 the College took over the management of the boarding hall which had hitherto been under private management, any profits from this source thus accruing to the College instead of to private parties. Miss Rachel Knupp was made stewardess and manager of the boarding hall. Tuition rates remained at \$13.00 per semester during the years 1911 to 1921, but in 1912 an incidental fee of \$20.00 in the College and \$10.00 in the Academy was added, payable at the beginning of the year. This was changed in 1913 to make one-half of the incidental fee payable at the beginning of each semester. These rates remained in effect until 1920 when a flat rate of \$37.50 per semester in the College and \$25.00 in the Academy was introduced. In 1913 a gymnasium fee of \$2.00 for men and \$1.00 for women was introduced. This was raised to \$2.50 for men and \$1.50 for women in 1914.

In 1916 an attempt was made to interest Henry Ford in Bethel College, but to no avail. Ford stated that, owing to the many requests of this kind, he refused them all.⁵ The annual Corporation meeting in 1917 requested that every Corporation member try to collect \$6.00 to cover the deficit of \$3,000. At the next annual meeting the Corporation encouraged the board to devise ways and means of wiping out the deficit, and urged donors to Bethel College who were entitled to votes, to turn these votes over to the Conference either at once or in their wills. There seems to have been quite a widespread feeling that if only the Conference had control of Bethel College all would be well. It may be a question just how far this feeling was based on genuine conviction, and to what extent it was merely a screen behind which there may have been hidden very definite and far-reaching plans for Bethel College. That the majority of the members of the Corporation did not share in this feeling is evident from their reluctance to surrender their votes.

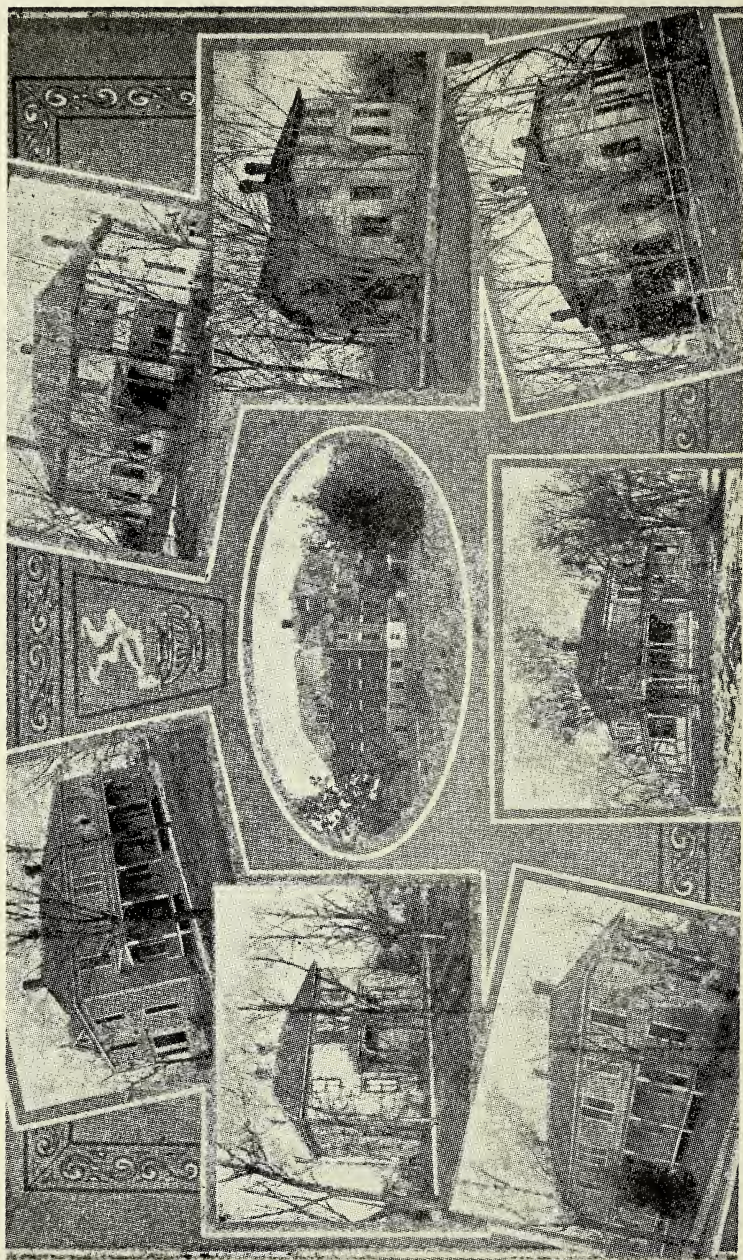
Efforts to increase the income were also made by offering scholarships and thus increasing the attendance. Generally speaking, Bethel College could serve a considerably larger number of students without materially increasing its facilities; especially was this true of the College department. Early in 1913-1914 the board awarded a scholarship to the highest-ranking graduate of the Newton High School, but it was never used. In 1913 J. C. Kliever, a member of the first college class (1912), offered two scholarships to Bethel College students, one in the College and one in the Academy. The following qualifications were set by the donor for applicants: (1) they must carry full work; (2) must be of junior standing in the College or of senior standing in the Academy; (3) must have no other scholarship; (4) must rank highest in their classwork; (5) must have a good record in athletics; (6) must be an active partici-

pant in social activities and, in general, a person of promise. The competition was to be based on the preceding year's work. The value of each scholarship was \$25.00.

The board accepted the offer. Arnold G. Isaac, of Moundridge, Kansas, was granted the scholarship in the College and Helen Claassen, of Beatrice, Nebraska, the one in the Academy. In 1913, also, a committee was appointed at the annual Corporation meeting to bring in a report on scholarships. The work of the committee seems to have consisted, in part at least, of efforts to induce holders of scholarships to surrender these to the Conference, but exact details are lacking. Scholarships were offered as prizes to students of preparatory schools in 1915, but the offer seems to have been annulled within the year. In the same year the board began to experiment with scholarships offered to high schools. For the year 1915-1916 it offered full scholarships to the highest-ranking graduates of high schools and half scholarships to the second highest in rank. In 1917 the plan was changed so as to offer one-half a scholarship for each of two years to the highest-ranking graduate. A suggestion during the same year that Bethel College arrange an oratorical contest between Harvey County high schools with full- and half-scholarships as first and second prizes, respectively, was never carried out.

That the introduction of a four-year college course in 1911 was but the prelude to state accreditation was foreseen by many at the time. Accreditation was given on the financial side on the latter of two alternatives: an endowment fund of \$200,000, or an actual income of \$10,000 over and above the income from tuition. Such income was, however, subject to considerable fluctuation and it was felt from the very beginning that the first alternative was much to be preferred. One hundred thousand dollars was needed to bring the endowment fund up to the requirements of the State of Kansas. In 1916 an aggressive campaign was planned to raise \$150,000 for the endowment among the churches, the additional \$50,000 being necessary to meet accrediting requirements in some other states from which Bethel College was drawing students. At the same time \$25,000 was to be collected in Newton and Harvey County for a science hall.

The proposal to collect \$150,000 was not greeted with a chorus of approval by the congregations, if the correspondence of that time is a true index of the sentiment among the constituency, but initial steps toward the campaign were nevertheless taken. The *Bethel College Bulletin* for August, 1916, was devoted to a detailed explanation of the reasons for undertaking the campaign at this time and to a description of the purposes and methods of the campaign. The pamphlet is of unusual interest because of the insight it gives into the attitude toward higher education apparently still prevailing among Mennonite congregations even after nearly thirty-five years of effort in Christian higher education.



STUDENTS' HOMES, 1913. *Left Three:* Elm Cottage, Number Ten, Minnesota Home. *Center Two:* Ladies Dormitory, Katharinen Kloster. *Right Three:* Boarding Hall, Students Home, Western Home.

Under the general heading, "Why We Need Bethel College," the *Bulletin* asks and answers a number of questions illustrative of the statement just made. Why should a person acquire an education? Why are Christian schools necessary? Why does Bethel College not confine itself to strictly religious branches? Why was Bethel College built when so many Christian colleges of other denominations were already in existence? Why was a full-college course introduced in Bethel College when in the past simple academy training sufficed? These were the questions considered uppermost in the minds of the constituency, and their nature is sufficient evidence that higher education was still far from having won general favor or support in the congregations.

A halt was called early in 1917 in the proposed financial campaign because the plan of closer affiliation between the Conferences and the Corporation was beginning to take shape and this plan could perhaps simplify the solution of the financial problem, i.e., the increase in the endowment fund to the required \$200,000. This surmise proved correct as related elsewhere in these pages. Solicitation for current expenses was, however, continued in the congregations.

In 1916 a separate treasury was established for the gymnasium fund, and R. A. Goerz was elected its treasurer by the Alumni Association. In 1917 a meeting of students was called to consider the liquidation of the debt on the gymnasium. This debt amounted to \$1,700 at this time, but enthusiasm was worked up to such a pitch at the meeting that over \$3,000 was subscribed by the students. It was then suggested that since the students had taken over the gymnasium debt, the College should proceed with the erection of a science building. This looked pretty much like a suggestion to jump from the frying pan into the fire, and it did not get beyond the discussion stage.

That accreditation by the state in 1916 had a considerable share in the financial difficulties cannot be denied, but it should be noted, too, that expenses all along the line were cut to the bone. In the files of the year 1916-1917 is found a comparative financial statement including thirteen Kansas colleges accredited by the State Board of Education, covering such items as value of buildings, number of volumes in library, value of library, value of laboratory equipment, of plant and equipment, instructors' salaries, current income and expenditures, and total property value. Bethel College ranked among the lowest in nearly all these items. In several cases, such as salaries and current income, it actually was at the bottom of the list.

In spite of the most serious efforts of the board to improve the finances, things were going from bad to worse during the decade. A ray of sunshine broke through the overcast sky in 1914-1915. At the end of that year the deficit had been wiped out and Bethel College could begin the next school year with a clean slate; but again a deficit quickly began to

accumulate, and at the close of the decade Bethel College finances once more were in a bad way. The demands of accreditation could not be ignored. Faculty salaries had to be, and were, raised considerably; several thousand dollars had to be appropriated for the natural science departments during the decade, all of which caused a heavy increase in the expenditures without a corresponding increase in the income. There were other, though minor, causes of irritation in the situation. Students were enthusiastic for an increased program of student activities, but methods of financing such activities were not easy to devise. Plays and intercollegiate athletic games were the favorite methods with the students for raising money for student activities; but both were still heavily frowned upon by a large part of the constituency, especially during the early years of the decade, and faculty and board frequently found themselves in a quandary on such matters of internal policy.

Early in 1920, P. H. Richert, member of the board of directors, made a personal plea to the constituency in behalf of Bethel College. He pointed out that owing to the decreasing value of the dollar, the recently-collected \$100,000 which he largely had collected, represented a value of scarcely more than one-half of that amount; instructional salaries must be increased, cost of repairs had gone up; Bethel College had a debt of about \$12,000 from the two preceding years. At least \$20,000 would be needed if Bethel College was not to go deeper into debt.⁶ About the same time the board instructed its teachers' committee to ascertain definitely the figures at which each teacher could be employed for the next year, and the finance committee to revise the budget accordingly.⁷ As a result a special meeting of the Corporation was called for March 9, 1920, "with a view to gaining the support and endorsement of the Corporation to enter upon the school year (1920-1921) under these emergency conditions."⁸

Lest the reader get the idea that the financial picture of the decade was all clouds and no sunshine, a few brighter touches of the picture may be given here. The subscriptions by students to the endowment fund in 1911 have already been mentioned. In 1914 Mrs. B. Warkentin made a donation of \$1,000 and the heirs of D. T. Eyman donated a house and some land in Gotebo, Oklahoma, to Bethel College. The donation of \$4,000 by Mrs. I. Leisy, of Cleveland, Ohio, is mentioned elsewhere. In 1918 Fred Tangeman made a gift of \$1,000 to Bethel College in memory of his son Jesse, who was killed by a fall with a horse, caused by an interurban car running between Newton and the College. In 1919 a gift of \$3,500 and a legacy of \$7,000 were received from the estate of Herman Sudermann, of Newton, Kansas. In 1920 a group of interested friends offered to stand good for a sum up to \$1,500 as salary of P. H. Richert if he were called as instructor in Bible at Bethel College. The board of directors had already extended a call to Richert. It now

expressed its appreciation of this generous offer, and gave expression to the hope that the donations intended for Richert would be paid into the general treasury of the College.

The special meeting of the Corporation adopted the following plan in an attempt to halt the downward financial trend. Three-year pledges for definite amounts—\$50 was suggested—were to be taken, payable in three annual installments. The first payment, due the current year, was to go for the deficit; the second for the current expenses of 1920-1921; and the third for the expenses of 1921-1922.⁹ The amount pledged for each of the three installments was about \$3,000, but this sum was far from meeting the \$12,000 deficit, or the \$20,000 called for to keep Bethel College from submerging still further.

C. Plant and Campus Improvements

The second decade is characterized by the gradual decline of the Academy and the steady growth of the College. The attendance in these respective departments at the beginning and at the close of the decade was: in the Academy, 133 and 109; and in the College 14 and 97. The growth in College attendance far exceeded the decline in the Academy and thus the board was confronted by a number of problems that became more pressing as time advanced. The most urgent needs during the decade were: additional student housing, better facilities for instruction in the sciences, and more adequate provision for the physical welfare of the students.

1. *The Alumni Hall.*—The need for a gymnasium had been called to the attention of the constituency, especially by the alumni, for some years but little progress had been made so far, though some money had come in for this purpose. The prohibition of intercollegiate athletics in 1911 gave additional weight to student demand for a gymnasium. This demand was actively supported by the faculty, which repeatedly urged the board to begin the erection of the proposed auditorium-gymnasium. The annual meeting of the Corporation in 1912 finally conceded the need for such a building, but stated that the building must be serviceable—whatever that may mean—that it must be as simple as possible, and that the cost must not exceed \$7,000.

Early in 1913 R. A. Goerz was asked by the board of directors to cooperate with the alumni in soliciting for the gymnasium fund; and, in May of that year, it was decided to go ahead with the erection of an auditorium-gymnasium. About \$5,000 in cash and subscriptions was available for this purpose at this time. Construction was to begin during the summer, and only funds specifically designated for this purpose were to be used in the erection and maintenance of the building. The following committee, representing the board, the faculty and the alumni, was appointed as a building committee: R. A. Roerz, J. G. Regier, J. J.

Krehbiel, J. W. Kliever, G. A. Haury, D. A. Hirschler, and R. S. Haury. It was also decided to borrow the money needed to complete the building up to an amount not exceeding \$6,000. Votes, but not scholarships, were given for contributions to this building.

The original plans for the building called for a structure 55 x 110 feet with space for a pipe organ, music rooms, and a stage for about 200 persons. As this extra space would have nearly doubled the cost of the building, these plans were discarded for the time being and the building was constructed more simply. It was hoped to have the building ready in time for the celebration of the twenty-fifth anniversary of the cornerstone laying. To hasten progress on the building, several dozen students, noting that it had taken the workmen one and one-half days to put one of the four heavy trusses supporting the roof in place, "one evening put their heads together and their shoulders to the wheel" and put the



ALUMNI HALL, 1914

other three trusses in place in the course of only a few hours.¹⁰ When the workmen returned the next morning they were very much pleased to find themselves relieved of one of the most difficult and dangerous tasks connected with the erection of the building.

In its final form, the building was 50 x 90 feet and was completed at a cost of about \$11,000. It was intended to serve as an auditorium and as a gymnasium. As an auditorium it could accommodate 600-700 persons, meeting a greatly felt need for a larger hall, as the chapel for some years had not been able to hold the large crowds that assembled for special occasions.

Formal opening of the new building took place on the evening of February 2, 1914, with the following program:

Chairman.....	Prof. D. A. Hirschler
Music	Band
Address—"The Gymnasium and Its Constituency".....	Pres. J. W. Kliewer
Address—"The Gymnasium and the Students".....	Arnold G. Isaac
Address—"Athletics in Respect to Health".....	Dr. R. S. Haury
Music	Glee Club

Athletic stunts of various kinds formed a part of the program.

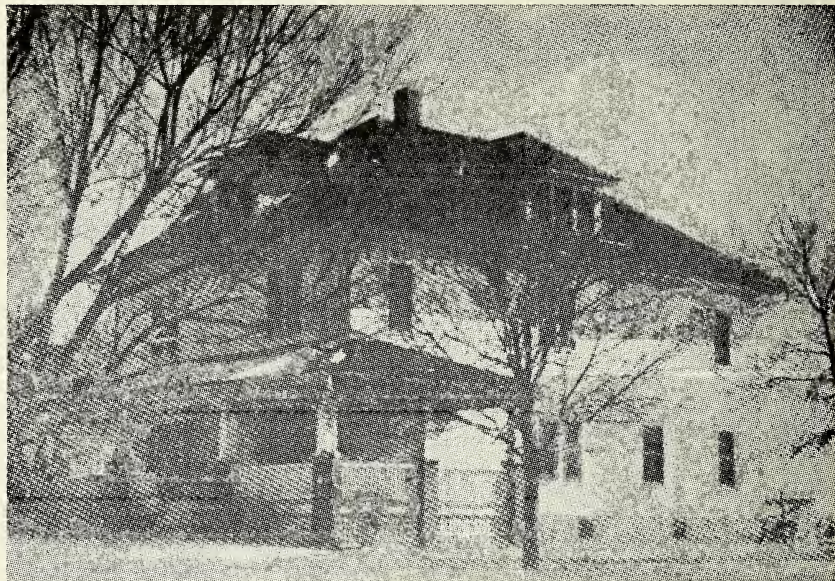
The nature of the program is an indication of the preponderant part physical training was to play in the use of the building, though it was used at first also for the commencement exercises and social gatherings of the student body.

A beginning was made in equipping the new hall with apparatus for physical exercise: parallel bars, a horizontal bar, a vaulting horse, and swinging- and traveling-rings formed some of the new equipment. For twenty-five years the building provided the facilities for systematic physical training for both men and women, though it met the requirements of a gymnasium for girls only very inadequately. It was hoped eventually to add an "L" at the south end of the building for this purpose.

2. *Faculty and Student Residences.*—The shortage of student rooms on the campus remained acute during the decade except during, and for a brief period, following the war. It was relieved in part by the erection of the Mission Home in 1911, described elsewhere. The Stump House was erected the same year by H. L. Stump and a group of friends as a residence for him. It was located a short distance to the north and east of the Science Hall, erected in 1914. Persons were urged to build houses on the campus with a view to giving relief to the situation, but at first such building was done mostly by faculty members. In 1911 President J. W. Kliewer built his home and J. H. Langenwalter built his home the following year. In 1914 D. H. Richert built the home in which he is still residing.

But most private homes that were erected gave but little relief to the congested student-housing situation on the campus. Early in 1915 the board made an appeal to Andrew Carnegie for a donation for a library building, but nothing came of it.¹¹ A gift of \$4,000 by Mrs. Isaac Leisy, of Cleveland, Ohio, the same year pointed the way, however, for partial relief from the difficult housing-situation. The gift was used for the erection of the present Leisy Home. It provided a teacher's residence on the first floor and accommodations for ten to fifteen students on the second. It was called "*Das Deutsche Haus*," since the income from the building was to go to the maintenance of the German department. The original donation had to be supplemented by another \$750 in order to

complete the building according to plan. In the same year the first floor of the Students Home was converted into music rooms, and some relief obtained from the congested conditions in the Main Building, but the plan did not prove feasible as a permanent arrangement. In 1916 a group of friends purchased Stump's share in the Stump House and the entire building was then donated to the College.



LEISY HOME, 1915

3. *Dreams of Future Buildings.*—In 1915 the interest in Mennonite history among the constituency took the form of some concrete suggestions involving Bethel College. An article in the *Bundesbote* suggested that a building be erected near Bethel College to house the collections of the Mennonite Historical Society. The article further suggests that the building be built in the form of a typical Mennonite home of our grandparents, and furnished with old furniture and with a hedge or fence around the yard, thus giving the whole a real old-fashioned Mennonite setting.¹² Some years later the same paper mentions approvingly a suggestion of *Der Herald*, of Newton, that the Mennonite immigrants erect a fireproof library near Bethel College in memory of their immigration.¹³ These were only a few of the many dreams of friends and well-wishers. A library on an entirely different plan was finally built in 1950.

In 1917 the board of directors appointed a committee consisting of R. A. Goerz, J. G. Regier, Jacob Isaac, President Kliever, and A. D.

Schmutz to make plans for a music building for Bethel College.¹⁴ No further mention of any such plans has been found, however. Doubtless, they never got beyond the discussion stage. In May, 1919, the board made plans for the erection of two dormitories for men and women students, respectively, to be completed by the fall of 1920.¹⁵ Occasion for this action was the fact that even before the close of the 1918-1919 school year, all available rooms, especially for women students, had been reserved. How the board expected to carry out these plans would seem to be a puzzle beyond solution, as it found itself that very year (1918) with an empty treasury and had to borrow money to pay teacher salaries.¹⁶ In December of that year, however, the board decided to proceed at once with plans for the erection of a dormitory and the laying of a sewer system.¹⁷ These dreams, however, had to wait for decades and some have not been realized even at this writing.

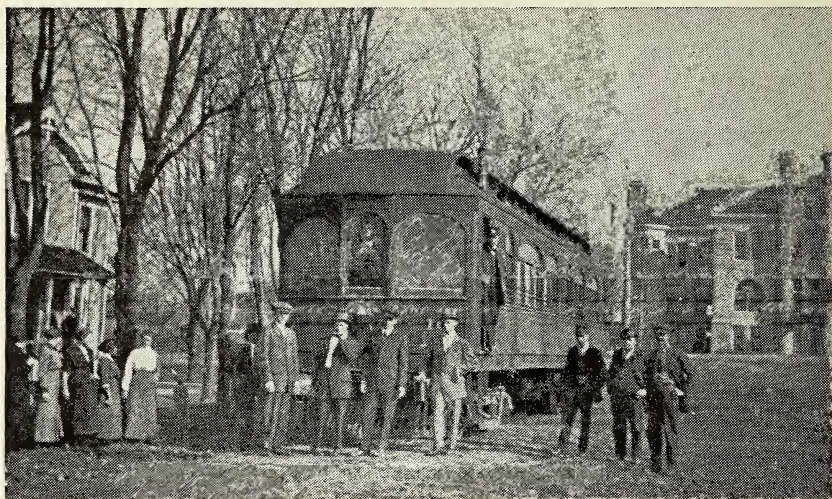
4. *Water Supply*.—One of the great handicaps of the early years was the absence of running water. This was not only a great inconvenience in the homes and in the laboratories but an actual danger to health and property. City water is needed on the College campus for "both fire protection and sanitary reasons."¹⁸ Added to these reasons was the fact that a lowering of the water table caused the wells on the campus to run dry. Also in June, 1912, a fire destroyed a barn near the campus and thus brought home in concrete form the danger to which every building on the campus was exposed.

As a result, efforts to bring city water to the Bethel College campus were begun in earnest in March, 1912. R. A. Goerz, a member of the board of directors, took the matter up with the Newton City Commissioners and the Chamber of Commerce, and action soon resulted. It was estimated that about \$5,000 would be needed to lay an eight-inch pipe from 14th Street in Newton to the College. A mutual company was to be organized, in which shares of \$50, or multiples of that amount, were to be sold. The company would build the line and the City of Newton would furnish the water at rates mutually satisfactory. A \$50-share entitled the holder to make connections with the line.¹⁹ The city agreed to extend the water mains to the city limits; the money for the remainder of the line was to be supplied by the private company. Bethel College reserved the right to take up the shares of the company.

The Newton paper supported the project enthusiastically. In an article it estimates the financial benefit of the College to Newton at \$35,000-\$45,000 annually, to say nothing of the educational advantages which cannot be measured in money value.²⁰ The project proved popular. Nearly the whole amount needed was subscribed on the first day of solicitation.²¹ A list of 100 subscribers contributing a total of \$4,103 to this fund is given in the *Monatsblaetter* of September, 1912. The annual

meeting of the Corporation in November, 1912, gave a vote of thanks to the Newton Chamber of Commerce for its assistance in realizing this project, as well as for its interest in the interurban project then in the making. City water was turned into the College main in December, 1912. In the same year fire extinguishers were installed in all College buildings for additional protection.

5. *The Arkansas Valley Interurban Railroad.*—The location of Bethel College, more than a mile from the heart of the city, was, because of the quietness of its surroundings, considered a great advantage at first. It was soon discovered, however, that this condition also had its disad-



ARKANSAS VALLEY INTERURBAN RAILWAY CAR, 1913

vantages and that regular transportation service would be of great benefit both to campus residents and to students from the city desiring to attend Bethel College. Earlier efforts to improve communication between the College and the city have already been described. With the introduction of a full college course in 1911, there began a noticeable increase in the attendance from Newton. It was quite evident that the lack of suitable transportation facilities was a handicap so far as students from Newton city were concerned.

President Kliever, in his report to the annual Corporation meeting in 1912, called attention to this problem. A natural solution to the problem seemed to be the extension of the recently completed Arkansas Valley Interurban line from Newton to the College. Here, too, R. A. Goerz threw the weight of his energetic personality into the solution of the problem and plans soon began to take concrete form. He received fine cooperation from the *Evening Kansan Republican* in his efforts to put

the plan through. It was found necessary to hold a special election extending to July 1, 1914, the franchise of the Arkansas Valley Interurban line which would expire on January 1, 1913. The *Evening Kansan Republican* offered to furnish free of charge all the printing necessary for the legal publication of the franchise and for the holding of the special election.²² Bonds were issued and found a good market. The *Bundesbote* of January 16, 1913, says that friends of Bethel College had already subscribed \$20,000 for the extension of the Interurban Railway to Bethel College.

In spite of some difficulties regarding the right of way, an agreement was reached in February, 1913, between the County Commissioners, the property owners, and the Interurban Company. This agreement located the right of way along the east side of the road between Newton and the College. This assured the building of the line. The work was then pushed energetically by both the Newton promoters and the Interurban Company. The line was completed early in the fall of 1913, the first run being made on the evening of October 25, 1913. Three cars carried officials of the line, the Newton Commercial Band, leading businessmen of Newton, and friends of the College to a short inaugural program given on the front steps of the Main Building as follows:

Welcome Address.....	Pres. J. W. Kliewer
Response for the Company.....	A. V. Boyle, General Manager for the A. V. I. Ry. Co.

Mr. Pile, secretary of the Newton Commercial Club, also spoke.

The faculty, a few days later, adopted the following resolutions regarding the project:

Whereas the extension of the Interurban service to the College supplies one of the great needs of the latter institution by providing transportation to and from the College and thus furthering the interests of the school, and

Whereas the persons who bought bonds and thus made the extension of such service possible have manifested a spirit of philanthropy and of insight into the needs of the College, and

Whereas the faculty and students receive direct benefit from the Interurban service; therefore be it

Resolved that the faculty and students express definitely their gratitude and appreciation by sending each contributor a copy of this preamble and resolution, together with our invitation to attend an entertainment to be given in honor of the donors and the inauguration of the Interurban service.

The program referred to was given in the College Chapel on December 1, and was as follows:

Organ Music.....	Prof. D. A. Hirschler
Reading.....	Miss Alice Martin
Vocal Solo.....	Miss Helen Hoisington
Address.....	Pres. J. W. Kliewer
Response for the Donors.....	J. C. Nicholson
Response for Railway.....	A. V. Boyle
Music	Chorus

R. A. Goerz was presented with a loving cup for his services in connection with the project.

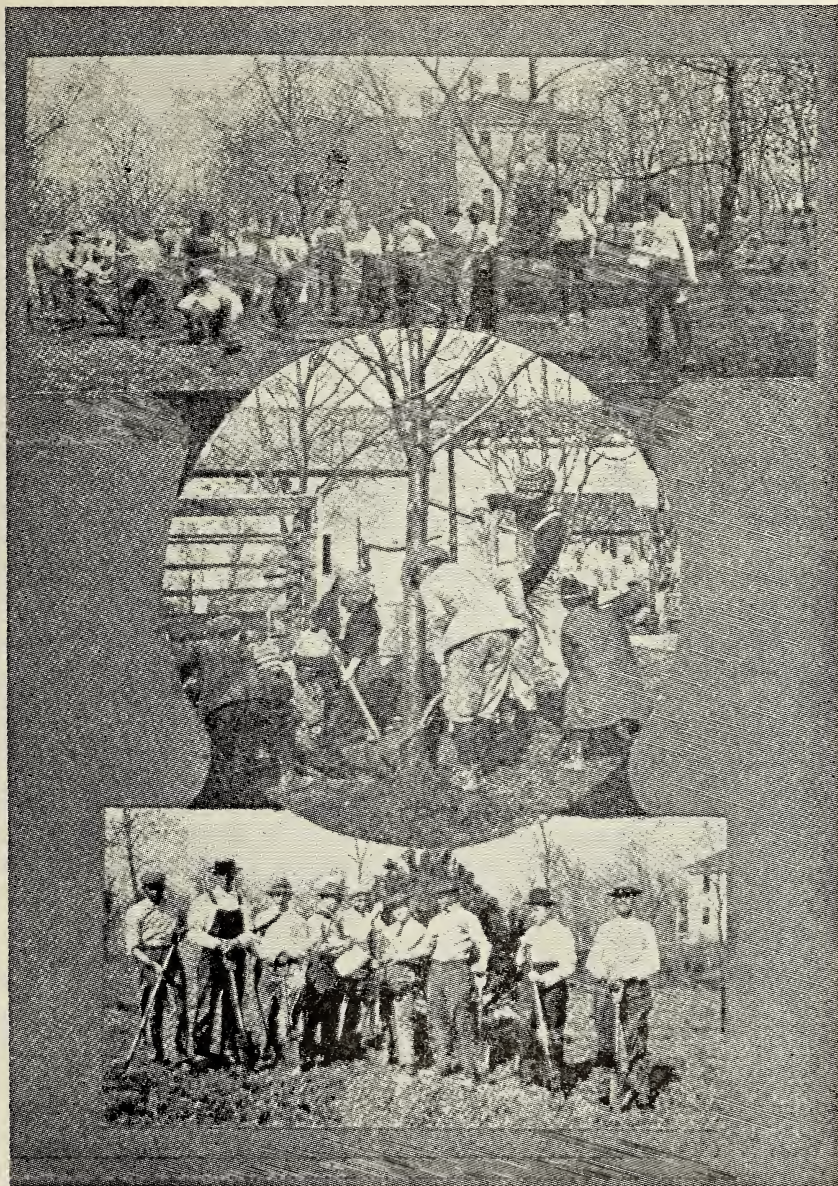
Much as was made of the occasion, the project proved somewhat of a disappointment. The time schedule, though changed repeatedly, failed to give satisfaction either to the customers from the point of view of service, or to the Railway Company from the point of view of financial income. Finally, in November, 1920, the Kansas Court of Industrial Relations held a hearing at Newton on the petition of the Railway Company to discontinue the service between the College and the city of Newton. While the decision of the Court was against the petition of the Company to discontinue the service, the service, nevertheless, was discontinued some time later and the problem of transportation between the campus and city reverted to the status of the early years.



R. A. GOERZ, 1876-1945

6. *Electricity and Other Improvements.*—A major improvement on the campus was the extension in 1912 of the electric power line to the campus. The annual Corporation meeting of 1911 authorized the board to take steps in this direction. The gas pressure had become so low in 1911 that coal was again introduced for heating the Main Building and the Ladies' Dormitory, and the use of gas for lighting purposes had not proven satisfactory in either College buildings or private homes. In the summer of 1912 the electric power line was extended to the campus, making electric power available for lighting purposes and for many other improvements in homes and College buildings. Especially was the change welcome in the science laboratories, which hitherto had been without a satisfactory source of electric power.

A few minor improvements made or incidents happening during these years may be mentioned here. The memory of C. H. Wedel was honored in 1911 by the erection of a tombstone on his tomb through contributions from students and ex-students of Bethel College. Arbor Day was observed from time to time and trees were planted as the need indicated. In 1912 the board of directors decided to secure pews for the chapel in place of the simple chairs in use hitherto. This was to be done as soon as means for this purpose became available. Improved chapel seats had to await the generosity of the class of 1930. In the same year the business office, located hitherto in the southeast basement room, was moved into the basement hall, and the room converted into a classroom for the physical sciences.



ARBOR DAY, 1913

In 1914 a drinking fountain was installed in the Main Building; in 1915 a cement walk was constructed north and east of the building, and in 1916 the Academy senior class built a part of the cement curbing in front of the building as a part of their donation to Bethel College.

The gift of the College senior class of that year was the library clock. Steel lockers for the gymnasium were provided early in 1916. The planting of the trees around Alumni Hall and the Mission Home was done the same year. A safe was purchased in 1918 for the registrar's office, thus giving fireproof protection to records which if destroyed could never be replaced adequately.

In 1918 a protest was made by the students to the board against the unsanitary method of sewage disposal on the campus. The protest was accompanied by a cash contribution of about \$70 and an offer of over 1,000 hours of work by the students to help remedy the situation. The protest was referred to the business committee, but Bethel College was approaching one of the greatest crises of its history and the protest accomplished nothing.

In February of that year the steam boiler in the Ladies' Dormitory burst and the girls were quartered in private homes on the campus until a new boiler could be installed. The senior class of the College made a gift of blueprints for a future campus to the College in 1917. A cross section of student opinion on the needs of Bethel College was obtained from a series of themes written by the freshman class of 1917-1918 on "Improvements at Bethel College." While written by the members of the freshman class, the themes doubtless reflected very largely the opinion of the entire student body. The following were suggested: a larger library, a science hall, a good music hall, better accommodations for the literary societies, better dormitories, a balcony in the gymnasium, and more college spirit. A fire occurred in the Y. M. C. A. room in the Students' Home in January, 1918, and a more serious one in the C. H. Wedel home, which destroyed the roof of the building in 1919. In 1920 the boiler house suffered severe damage from the same cause. That no greater damage resulted was due to the extension of the city water system to the campus.

An incident of more than usual interest was the rescue in November, 1912, by B. R. Schroeder, student from Minnesota, of a child from a burning home, while on his way to Newton from the campus. Schroeder suffered painful, though not critical burns in this heroic act of rescue. Such events as a new set of dishes for the Dining Hall, secured largely through the efforts of Mrs. R. A. Goerz in 1917, and the donation of an electric washing machine in 1919 by C. J. Goering, a member of the board of directors, were quite widely publicized. No one acquainted with the situation at the time will deny that these events were of far greater significance in the life of Bethel College than the mere mention of them at this point would indicate.

CHAPTER X

BECOMING A LIBERAL ARTS COLLEGE

The goal to make Bethel College the peer of other four-year colleges in the country was never lost sight of, but progress toward it was slow. It was not until early in the second decade of this century that both College and Academy curricula were organized along somewhat modern lines, and degrees granted in accordance with accepted standards.

A. Steps Toward the New Program

The catalog for 1910-1911 is the first one to distinguish between freshman-sophomore and junior-senior credit. With the addition of four new teachers at this time, the expansion of the College curriculum into a full four-year course leading to the A.B. degree became possible. The reorganized curriculum went into effect with the year 1911-1912. The curriculum was divided into five departments: (1) The Academy; (2) The College; (3) Department of Music; (4) Department of Fine Arts; and (5) Department of Elocution.¹ In addition the 1911-1912 catalog announces an Academy Bible Course consisting of an assemblage of religious branches from both Academy and College with a view to meeting the needs of any who desired to prepare for service in church or school, but who could not avail themselves of college or seminary advantages. It was planned as a five-year course, but apparently had no definite prerequisites.

This catalog, however, lays down specific requirements for graduation from the College, i.e., for the A.B. degree. Bible, a foreign language, some mathematics, natural science, and history were required during the freshman and sophomore years. For the junior and senior years the only required course was history of philosophy. The number of electives, however, was so limited that there was but little opportunity for specialization. Courses in English Bible were introduced for the first time in the curriculum. These consisted of a one-hour course in "The Life of Christ" and "Old Testament History and Prophecy," each extending through the year. No mention is made of majors or minors in the requirements for the degree. A year of resident work was made the minimum attendance-requirement for a degree.

1. *The First "College" Commencement.*—The first class to qualify for the A.B. degree under this reorganized curriculum was the class of 1912. Its members were M. J. Galle, F. J. Isaac, J. C. Kliever, A. J. Regier, J. M. Regier, and P. R. Schroeder.

The commencement of 1912 is of more than ordinary interest. Besides being the first commencement at which the A.B. degree was conferred, it also marked a decided deviation from precedent. Hitherto the principal feature of commencement had been the "orations" delivered by members



FIRST COLLEGE GRADUATING CLASS, 1912

F. J. Isaac, M. J. Galle, J. C. Kliewer, J. M. Regier, P. R. Schroeder, A. J. Regier.

of the graduating class. Late in 1911 the faculty after consultation with the prospective graduates decided on some—for Bethel College—radical innovations: (1) There was to be a commencement speaker to speak in the English language instead of senior orations. (2) Separate graduating exercises were to be held for the College and for the Academy. (3) A Committee on commencement activities was appointed to draw up a program for the occasion.

This program as later adopted was as follows: Monday evening, Academy Class Day exercises, at which six speakers selected from the class were to appear; Tuesday afternoon, College Day exercises, at which three graduating speakers were to appear; the other members of the class were to write theses. Both languages were to be represented on the programs. Tuesday evening, concert by the chorus; Wednesday afternoon, commencement exercises; Wednesday evening, alumni meet-

ing. The commencement speaker—the first one in the history of Bethel College—was President N. E. Byers, of Goshen College. The custom of having a commencement speaker has been maintained since.

The later history of the class is of interest in view of the argument frequently heard from the lips of skeptics that a standard four-year college course at Bethel College would simply mean preparing Mennonite young people for work outside the denomination. During the first years after graduation all of these graduates found their field of work within Mennonite communities. Later most of them took up graduate work and with one exception have found their life-work within their own denomination. M. J. Galle, J. M. Regier, and P. R. Schroeder became prominent ministers in the General Conference; F. J. Isaac became a missionary and relief worker in India; A. J. Regier served continuously in the field of education as administrator and college professor, and J. C. Kliwer has been engaged in educational work, in government service, and in various capacities in the commercial field, partly within and partly outside of Mennonite circles. Aside from this experience of the first College class, the validity of the argument mentioned above is left to the discriminating judgment of the reader. The argument that Bethel College should prepare workers for the Mennonite denomination only was not in accord with the ideas of the early founders of the institution, neither will it stand up under the test of practical experience. It is hiding one's candle under a bushel.

The introduction of a full-college-course had some effect upon the attendance, more especially in the first two years of the College. The attendance in these two years rose from 15 in 1911-1912 to 47 in 1914-1915. In the two upper years the increase was less marked but also noticeable, the corresponding figures being 10 and 15 respectively. The total attendance, including summer school and unclassified students, rose from 65 in 1913-1914² to 85 in 1914-1915. Doubtless, the relatively much smaller increase in the upper compared with the lower two years was due largely to the fact that Bethel College was still unaccredited, and students preferred to obtain their degrees at accredited institutions.

2. *Broadening the Curriculum.*—The annual Corporation meeting in 1912, having approved recommendations for the introduction of courses in agriculture and home economics into the curriculum, the board in 1913 made an appropriation of nearly \$200 for a department of agriculture. This action marked the beginning of a new trend in Bethel College. It was a step away from the purely cultural to the applied in college education. The change, however, did not meet with the universal approval of the constituency. An article appearing in the *Bundesbote*³ entitled, "What a Farmer Thinks of Bethel College," and signed, "A Farmer," is illuminating of the line of thought of a portion of the constituency on this subject. After speaking in highly appreciative terms of the work

Bethel College is doing in preparing teachers, ministers, and missionaries, the writer complains that Bethel College is educating not for, but away from simplicity. The article expresses opposition to the introduction of agriculture and home economics into the curriculum, because "father and mother are the practical and best teachers." It makes a strong plea for the preservation of rural life among Mennonites, but opposes agricultural societies, high schools, automobiles, etc. "We believe that for our children, theoretical education should cease with fifteen years when they enter into the critical age." The article doubtless was indicative of the sentiment of a considerable portion of the constituency.

Nevertheless, both agriculture and domestic science were introduced in 1917-1918 and were followed by woodworking in 1918-1919. In 1918 at the initiative of J. H. Doell, instructor in agriculture, a plan to operate a College farm and thus become in part self-supporting was considered. The executive committee of the board was instructed to investigate possibilities along this line, but lack of financial means and opposition from without caused the board to abandon the idea.

In 1914 arrangements were made for the teaching of Spanish, provided the demand would warrant it. In 1917 courses in methods of teaching specific subjects were introduced, the first course being "The Teaching of Mathematics." The introduction of new courses necessitated reorganization of the curriculum. For the year 1914-1915 the curriculum was divided into ten departments as follows: Biblical literature, English, ancient languages, modern languages, mathematics and astronomy, physical sciences, biological sciences, history, education and philosophy and a miscellaneous department including music and physical education. Requirements for the degree were made more specific, a major of thirty hours in one group or allied groups being required.

In 1916-1917 the requirement for a major was reduced to twenty semester hours, and limited to one department. The departmental offerings had been increased sufficiently to give a fairly wide range of electives. This was done by alternating courses; but such a practice certainly has its objectionable features. Unless the student is in continuous attendance the difficulties of meeting specific requirements and of arranging a well-rounded-out course for him become well-nigh insurmountable. The efficiency of instruction is also apt to suffer by an unduly wide spread of instructors' fields. A reorganization from a departmental to a group basis was made in 1919, the curriculum being divided into nine major divisions or groups, each subdivided into departments. Degrees were granted on the basis of definite group requirements. Thirty hours of combined major and minor work were required with a minimum of eighteen hours in the major and eight hours in the minor, selected from one group or closely related groups.

Many changes in procedures were also made during these years. In



FACULTY AND STUDENT BODY, 1918-19. *Front row:* Al Groneman, D. H. Richert, Harriet Blatchley, Ida Ligo, Helen Riesen, J. W. Kliewer, Luella Warren, Sam Burkhard, Frieda v. d. Smissen, J. E. Hartzler (standing), Helen Isaac, C. C. Regier, J. H. Doell, P. J. Wedel. *Seniors in Gowns:* John Thiessen, Ed. Schmidt, P. E. Frantz, Wanda Isaac, A. V. Tteszen, Elizabeth Linscheid, G. A. Haury, Jr.

1911 the method of grading in the College was changed from percentages to I, II and III to conform to the general practice in the state, but the Academy retained the percentage system for a few years longer. In 1913 student loads were limited to sixteen hours in College and eighteen in the Academy. These limits were, however, not absolute; students who maintained certain standards of achievement in their work were within limits allowed to exceed these loads. The latter regulation proved a good damper on students' tendencies to overload, as well as serving as an incentive to the ambitious student to maintain a high standard of work.

In 1913 also the faculty decided to change the weekly schedule from the "Monday to Friday" to a "Tuesday to Saturday noon" schedule, in an effort to do away with "blue Monday." This schedule was later changed to "Monday noon to Saturday noon," but was abandoned a few years later in favor of the usual five-day schedule. The change did not prove satisfactory to either faculty, students, or constituency. In 1914 the faculty decided to send students' grade cards to the parents instead of giving them to the students.

An Artists' Course was introduced by the department of music in 1912-1913, the purpose of which was to give "added tone" to the music department, to dignify the work of the department and to give students opportunity to hear great artists in this field. The course was maintained for several years and the entertainment thus offered was of the very best in its field. The work in the department of music was greatly extended, especially in the theoretical field.

Early in 1914 the faculty granted permission to the College seniors to present a play in place of the customary orations on Class Day. It also encouraged the Academy senior class to present a series of incidents from the history of education for their class-day program. This the class did by presenting the history of the school as an institution. The Greek School of Pythagoras, the school of the Middle Ages, the early nineteenth century school, and finally the modern school were represented in actual operation. The white robes of the Greek teachers, the cowls of the monks, manuscript rolls instead of modern books, etc.; singing a geography lesson, singing the multiplication table, etc., were pictured as nearly as possible in their original form. This program was much appreciated by those present and was repeated in the Newton High School by request. The commencement exercises of the year were held in Alumni Hall, the new gymnasium-auditorium, as the capacity of the chapel had for some time been overtaxed by the large attendance at these exercises.

3. *Extracurricular Activities.*—Extracurricular activities also took a decided upsurge about the beginning of the second decade, but inter-collegiate sports were severely frowned upon at first. In 1911 inter-collegiate games were prohibited and the *Bethel College Monthly* ex-

presses the conviction that a reaction against them would set in soon.⁴ Like the mythical phoenix, intercollegiate athletics seemed to arise from each immolation with renewed youth and vigor. Physical examinations for men were introduced in 1914 in connection with physical education requirements. Qualified instructors were employed, the students were divided into five groups and each group met twice a week for systematic physical training in the new gymnasium. The first letters in athletics were awarded to five students in 1919. In 1914 the faculty adopted the following rules regarding athletics at Bethel College: (1) Credit is to be allowed for outdoor activities, baseball, track, etc. (2) Efforts are to be made to determine into what relationships regarding athletics we can enter with other colleges of our standing. (3) "Be it requested that the girls use a uniform color for their gym suits."⁵ These rules are the best indication of the changed attitude toward athletics at this time. The completion of the gymnasium and the increasing interest in athletics in high schools doubtless account for this change.

A Science Club was organized in 1913 with P. J. Wedel, J. H. Doell, and P. D. Schultz as officers. Its purpose was to supplement classroom instruction in the sciences, and to assist students in keeping in touch with the scientific progress and research of the day. It was the first and for some years the only organization of this kind maintained in Bethel College. There was also greatly increased interest in forensic activities.

A German Reading Club was organized in 1916 for the purpose of giving the students a better opportunity to become acquainted with German lyrics and novels. In 1917 a six-weeks "spring term" was introduced, especially for rural teachers, whose schools ended early in the spring, and who desired to earn additional credit. The offerings were limited, being confined to specially organized classes under instructors whose loads permitted taking on additional work. In the same year extension classes were offered by E. R. Riesen in "Modern Philosophical Tendencies" and by Professor E. E. Leisy in "Nineteenth Century Poetry." These were offered especially to the citizens of Newton and surrounding communities and were given in the Newton High School building.

4. *Improving Library Facilities.*—The importance of the library in the life of the institution was steadily growing. The first mention of the cataloging and classification of the books in the library according to the Dewey Decimal System is contained in the 1912-1913 catalog. The work was begun by Miss Hunzicker in 1911.⁶ By 1912-1913, the library quarters had become so crowded that only College students and Academy seniors were allowed to use it on open evenings, except by special permission. It was then decided to move it to the hall below the chapel occupied heretofore by the literary societies, and to equip the room properly for this purpose. These changes took time, but small appropriations by the board from time to time finally made the changes possible.

The binding of magazines for the library was begun in 1915. A little later in the decade the librarian began a series of talks to students on the most efficient use of the library. This resulted in a marked increase in the use of the library. In 1918 a course in library methods was introduced. It carried one semester hour of credit in the College or one-fourth



LIBRARY (below Chapel), 1914-52

unit in the Academy, but was discontinued in 1923. A collection of clippings was begun about 1918.

The library received some notable additions during the anniversary year 1917-1918 by private donations. The largest of these was from the widow of Dr. P. A. Claassen, '85, consisting of more than 400 volumes. The donation was of special value to the department of German as Dr. Claassen had been professor of German in a college in Texas. He was probably the first graduate of the Halstead Seminary to be granted the Ph.D. degree (University of Chicago), and the first one to take part in a non-Mennonite school (Teachers College, Emporia) in an oratorical contest on a characteristically Mennonite subject: "Is Peace a Dream?" Several other donations were made to the library during the year, the most notable being from the private libraries of J. B. Baer and Mrs. Ola Raymond. Each donation consisted of over 100 volumes. At this time too, the library began to be used extensively by neighboring high schools as a source of material for interscholastic debates.

5. *Relation of College and Academy.*—The curriculum of the Academy was still outlined in "Courses" during the early years of the decade. The catalog for 1911-1912 lists a German-English Academy-, a German Academy-, and a Normal Course, plus an Academy Bible Course of five years. Beginning with 1918 the requirements for graduation from the Academy were raised to sixteen units. In 1915 two half-unit courses in domestic science and home administration, respectively, were introduced in the Academy. To demonstrate the nature of the work it was doing, the class in domestic science entertained the faculty at a dinner. In 1917 home economics courses were made a permanent part of the program of the Academy and in 1918 woodworking was also made a part of the Academy schedule. In 1919 the German Academy Course was discontinued.

During much of the decade, College and Academy overlapped—to some degree in the work, but much more so in the faculty. The Academy, too, suffered many changes in instructors during the decade. As the work in the College expanded, efforts toward a clearer demarcation between College and Academy in the teaching personnel can be discerned, but it is not practicable to go into very much detail here regarding the Academy faculty. The Twenty-third Annual Catalog (1915-1916) is the first to list an Academy faculty, but of the sixteen members listed, including the instructors in physical education, the work of only two is confined exclusively to the Academy. These were Elva A. Krehbiel (Mrs. E. E. Leisy) A.B., English (1913-1916) and J. H. Franzen, B.S., normal training (1914-1916) and German (1916-1917). Other instructors in the Academy during the decade were: Elsie Byler, A.B., English, normal training and dean of women (1911-1913); P. H. Richert, Bible (1912-1913 and 1920-1921); Crissie Yoder, A.B., English and normal training (1913-1914); H. D. Penner, Bible, church history, and German (1913-1919); Luella Warren, A.B., English and dean of women (1916-1919); Helena L. Isaac, A.B., German and dean of women (1918-1920); Mrs. Cora M. Haury, A.B., normal training and bookkeeping (1919-1922). Several of these also taught some College classes, but most of the teaching in the Academy was still done by the regular College instructors in their respective fields.

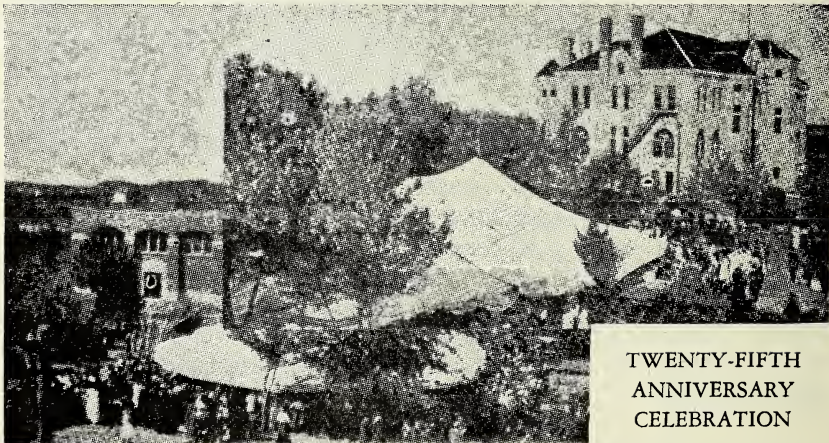
B. The Twenty-Fifth Anniversary of the Cornerstone Laying

The annual meeting of 1912 decided to observe the twenty-fifth anniversary of the cornerstone laying, October 12, 1913, with a jubilee and thanksgiving festival. The suggestion of a Jubilee Fund for the twenty-fifth anniversary of the Bethel College Corporation is found in the correspondence as early as January, 1909. The suggestion included a thank offering of \$25 for each member of the Corporation, contributed either by himself or collected by him. A campaign was actually undertaken;

advertising matter was sent out and the plan was extended to include alumni and ex-students not members of the Corporation. A committee consisting of board and faculty members was appointed to draw up a program. An added impetus to each observance, if any were needed, was given by the observance of the twenty-fourth anniversary on October 12, 1912.⁷ This observance grew out of an agreement made by ten students in 1900 to meet again in ten years on this date.⁸ Although the meeting was held two years later than the date agreed upon, not all of the ten could be present, but the group arranged for a "College Day" observance at which the following program was given:

Introductory Remarks by the Chairman.....	President Kliewer
Formal Opening of Program.....	Prof. J. H. Langenwalter
Opportunities at Bethel.....	Rev. J. H. Epp
The Teacher as a Moral Factor.....	Superintendent B. F. Martin
	Newton City Schools
Organ Selection.....	Prof. D. A. Hirschler
What Bethel Means to the Church.....	Rev. G. N. Harms
Why a Business Man Is Interested in a School Like Bethel.....	R. A. Goerz
Vocal Solo.....	Miss Elsie Randall
How Can a Student Utilize in His Everyday Life	
What He Has Learned Here?.....	Rev. B. W. Harder
The Religious Life at Bethel.....	J. F. Moyer, President
	Christian Students' Union

College Song



TWENTY-FIFTH
ANNIVERSARY
CELEBRATION

The program given the following year commemorating the twenty-fifth anniversary of the cornerstone was of a somewhat different type. Having been widely advertised, it drew a gathering estimated at 1,500 or more persons. The following program was given under a large tent erected just north of the Ladies Cottage.

BETHEL COLLEGE JUBILEE PROGRAM SUNDAY, OCTOBER 12, 1913

Forenoon10 o'clock

Thanksgiving Service—Speakers.....	Rev. Abr. Ratzlaff
	Pres. J. W. Klierer
Afternoon	2:30 o'clock
Topic: The Influence of Bethel College on the Various Phases of Church Work	
1. Letters from friends of the school	
2. Foreign Missions.....	Rev. G. Harder
3. Home Missions (English).....	Rev. J. S. Krehbiel
4. Church Work.....	Rev. P. H. Richert
5. Parochial and Preparatory Schools.....	Rev. P. P. Buller
6. The City of Newton.....	Rev. Wilson
Evening	7:30 o'clock
Theme: What duties do our churches owe their young people in respect to their education?	
1. Looking Back.....	Prof. G. A. Haury
2. Looking Outward.....	Prof. H. D. Penner
	Rev. J. E. Amstutz (English)

The program was interspersed with music by the Bethel College choir. The occasion proved highly enjoyable. It revealed the widespread interest in the work of Bethel College.

C. State Accreditation

There are certain phases of the history, especially the early history of Bethel College, that may appear puzzling to the reader. These, however, are quite intelligible if we remember that Bethel College was established and for many years its character and policies were determined by a constituency which was going through a period of transition. Such a transition requires three generations to complete, and the founders and supporters of Bethel College during the years under consideration still belonged very largely to the first generation. The attitude of a considerable portion of the constituency toward such questions as Conference control, relations with other similar institutions of the state and nation, and especially of affiliation with state and national educational and other organizations can at least in part be explained on this basis. Apprehensions that Bethel College would lose its identity as a Mennonite institution, that it could not serve the constituency so acceptably if it linked up too closely with other educational agencies, that the influence of said agencies upon the institution might not be wholesome were quite widespread.

1. *Relation to the State Department of Education.*—The question of the relation of Bethel College to state educational systems and to other higher institutions of learning could not be ignored permanently. One of the chief purposes of Bethel College, the preparation of teachers for our Mennonite communities, necessitated conformity to certain state requirements. Then too, Mennonite young people were entering other professions—medicine, engineering, etc.—and if Bethel College could prepare them for successful study in these special fields, it would render a real service to the church as well as to the young people.

There were those, too, whose ambitions exceeded the bounds of a bachelor's degree, who were interested in probing deeper into their favorite fields of knowledge and others who were willing and anxious to obtain their preparation in a Mennonite school, before continuing their work elsewhere, provided such preparation would be adequate for their purpose. An inspection of the records also shows that students from more than twenty different states in the Union and from several foreign countries had been in attendance at Bethel College. The status of the credits earned in Bethel College in the home states of such students was of concern to them as well as to Bethel College and to the various Conference congregations. The sooner proper relations could be established the better it would be for all concerned.

These things were perceived more or less clearly by some from the very beginning and were never completely lost sight of even during the early years. At the period under consideration it had become very evident to those responsible for the welfare of the institution that steps *must* be taken to give Bethel College a definite standing with the educational agencies of the state and the nation. The recognition of the Academy by the Kansas State Board of Education in 1910 and by the North Central Association of Colleges and Secondary Schools in 1913 were the first steps in that direction. With the growth of the College department it became evident that it, too, must eventually receive similar recognition to be able to serve the constituency to the fullest degree. That objections would be made to such action was to be expected in the light of previous experience. However, much of the opposition was due to a lack of understanding of the issues involved and could be overcome by the dissemination of information regarding the significance to both students and institution of the action under consideration.

The first definite steps looking toward state accreditation of the College proper were taken in 1911. The following were the conditions for state recognition at that time: (1) There must be seven full professors receiving an average salary of at least \$1,000 a year. (2) The College must have an annual income of not less than \$10,000, exclusive of tuition. (3) It must possess laboratory equipment to the value of \$5,000. (4) It must have a library of at least 3,000 volumes.⁹ Bethel College fell short of these requirements, notably on the points of salaries and laboratory equipment. However, efforts to improve these conditions were begun and pushed vigorously. Salaries were gradually increased, and liberal appropriations were made for laboratory facilities and equipment.

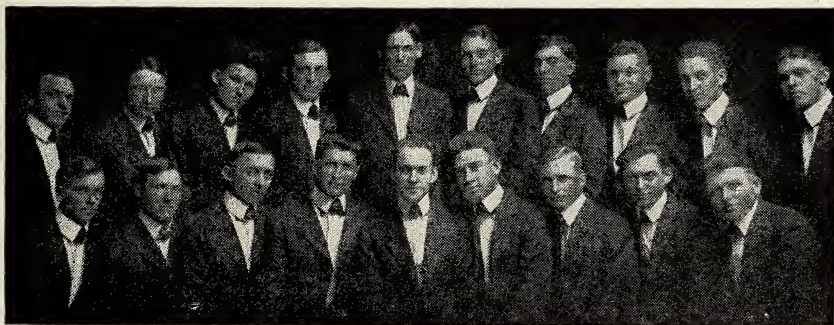
The Committee on Visitation from the University of Kansas made inspection trips to Bethel College and assisted with helpful suggestions. The senior class of 1915 petitioned the faculty to make all possible efforts to get Bethel College accredited by the Kansas State Board of Education. The question, "How soon will Bethel College be able to meet the require-

ments of the State Board?" was uppermost in the minds of faculty, students, and board members and was continually kept before the constituency. Application for accreditation was made to the State Board early in 1915.

2. *Bethel Accredited by the State.*—The State Board sent its secretary to make a thorough inspection of the institution and submit recommendations to the board. On January 20, 1916, the Kansas State Board of Education took action in the matter. A letter from the Secretary of the State Board of Education under the date of January 22 informed the Bethel College board of directors

"that at a meeting of the State Board of Education held on January 20, Bethel College was formally approved and placed on the list of colleges accredited by the State Board of Education, and accordingly graduates after this date who take the required course in pedagogy and meet the other requirements will be entitled to make application for state teachers' certificates in accordance with the provisions stated in the enclosed circular."¹⁰

The event was, of course, made the occasion of much rejoicing. On January 24, the American flag was hoisted over the Main Building, and on the 25th the new College flag, maroon and gray, floated over the building. A special chapel service was held at which the letter from the State Board was read. At this chapel



GLEE CLUB, 1915-16

(Introduced Alma Mater, *Maroon and Gray*)

Front row: Earl Eymann, Jac Goering, A. M. Lohrentz, Joe Becker, Prof. A. D. Schmutz, Harry Becker, J. J. Voth, Menno Nickel, W. A. Schroeder. *Back row:* Paul Baumgartner, Ed. G. Kaufman, Marvin Schmidt, Emil Regier, Irvin Haury, A. G. Isaac, D. V. Unrau, Luke Horsch, Ernest Penner, Gus Gaeddert.

A special surprise, in way of celebration, was presented by the Men's Glee Club; coming from the door at the west end of the platform, the boys filed in carrying a large new banner; then they sang a new college song written by A. D. Schmutz. At the proper moment during the singing, in some mysterious way, two large pennants fell suspended from above the platform. Students and faculty were so enthusiastic over the song, that they learned the chorus before leaving the room.¹¹ (Later the faculty adopted it as the "Alma Mater Song.")

Classes were dismissed in the afternoon and a parade of about 150 students marched to Newton.

ALMA MATER.

Unison.

A. D. S.

1. Ma-ron and Gray, oh fair-est col-ors, Hail to you we e'er shall sing,
 2. When we face life's fierc-est bat-tles, Songs of vic-to-ry shall ring,
 3. May the days be bright or drea-ry, Tho' the years may come and go,

With spirit.

Float-ing brave-ly o'er all oth-ers, Joy to loy-al hearts you bring.
 For our mem-o-ries un-fail-ing, Ev-er cour-age to us bring.
 Yet to us there comes a glad-ness, When a-gain these strains we sing:

CHORUS.

Then cheer, cheer, cheer for Beth-el, For our dear old. Al ma Ma ter,
 Thru the years her praise shall ech-o, Ev-er true to her we'll be.

The Newton paper, under the heading, "Bethel College upon a New Era," says; "A procession nearly 200 strong, headed by a marshal of the day on horseback, carrying a flag of maroon and gray and accompanied by the College band came to town Tuesday afternoon, January 25, in recognition of state accreditation."¹² The band played several selections in the center of the city and several Bethel College songs were sung, after which the students returned to the campus.

The celebration continued in the evening with a program in Alumni Hall, at which E. G. Kaufman, a member of the senior class, presided. Several members of the class of 1916 spoke and President Kliever, J. F. Balzer, and E. R. Riesen explained the meaning of the new relationship which Bethel College had taken upon itself. Col. P. M. Hoisington, who as a young man had helped to haul materials for the Main Building, spoke in behalf of the Commercial Club of Newton. After this the students gathered around a bonfire and gave vent to their joyful moods in more unconventional ways.

3. *Significance of Accreditation.*—It was an event of major significance in the history of Bethel College, well worthy of the enthusiasm with which it was greeted. The *Evening Kansan Republican*¹³ in speaking of the event under the heading, "Bethel Comes into Its Own," sums up the advantages of accreditation thus: (1) Graduates can now qualify for state certificates without examination; (2) it places Bethel College on the same basis as other high ranking schools; (3) credits are transferable to other schools on the same basis as those of other denominational colleges. The article stresses the enrichment of the library and laboratory facilities and the strengthening of the teaching personnel of the College. It suggests some kind of a public function as an expression of satisfaction by the people of Newton.

Accreditation of Bethel College by the Kansas State Board of Education did not receive the unqualified approval of the constituency. The fear that Bethel College was gradually drifting away from Mennonite principles and ideals by such steps was perhaps not widespread but nevertheless manifest, and could not be allayed for some years. As late as the Corporation meeting of March, 1920, voices were raised in opposition to state accreditation, but the advantages were fully appreciated by the students; especially those who desired to enter teaching, or to prepare for some other profession, or those who were preparing for graduate study, to say nothing of the benefits accruing even to the undergraduate from the approval of his work by recognized standardizing agencies.

The accreditation of 1916 applied to the senior class of that year; but the State Board indicated its willingness to consider applications for teachers' certificates from members of classes of immediately preceding years.¹⁴ This was not a blanket ruling; each application was to be

considered on its own merits. Three members of the class of 1915, Helen Isaac, Wm. Wiebe, E. L. Harms, and one member of the class of 1914, P. F. Quiring, were granted state certificates under this ruling.

The effect of accreditation upon the enrollment in the College was noticeable, though not impressive. The attendance rose from 85 in 1916 to 111 in 1919-1920. One senior student withdrew from the University of Kansas to return to Bethel College for his degree. The College had been gradually gaining over the Academy during these years, and though the attendance was still smaller in the College—in 1915-1916 it was 85 in the College and 144 in the Academy—it was beginning to assume a preponderant place in the life and activities of the school. The Academy was given the first place in the early catalogs, but the Twentieth Annual Catalog (1912-1913) lists the College before the Academy.

"Sometimes men have stopped growing early in life. Too often, also, merely incidental changes, especially if they are accompanied by external phenomenon are mistaken for growth. These two fallacies have cost humanity dearly. To be obsessed with the idea that there is ever a time in human life when a man can expect to stop growing up is both a subtle and dangerous fallacy. Each age has its own type of growth, but in each age there must be growth."

—J. H. Langenwalter, *Watch Your Controls*, p. 81.

CHAPTER XI

SAILING STORMY SEAS

Those were troublesome times. Internal tensions, misunderstandings in the constituency, financial problems, and World War I, all worked together toward a general feeling of unrest, suspicion and insecurity.

A. The First World War

With the entrance of the United States into the First World War in 1917, Bethel College found itself confronting a difficult situation. In many parts of the country feeling ran high against anything even remotely tinged with a German flavor, but it was especially strong in the city of Newton. Bethel College was singled out by those who considered themselves the special guardians of American principles and ideals as the specific target of their disfavor. Doubtless, a number of causes contributed to this hostile attitude.

The Mennonite attitude on war seems difficult of comprehension to the advocates of war as an instrument for settling international disputes. Hitherto the generally accepted method of settling such disputes was the resort to brute force. The idea that there might be other, more amicable methods of arriving at international understandings had received but scant consideration by those with whom such decisions rested. The "more excellent way" of Paul seems incompatible with the spirit and purposes of war and so has but little appeal for the believer in force as the ultimate arbiter in all matters of dispute. Be that as it may, Bethel College as a Mennonite institution, trying to remain true to the fundamental teachings of the Church, suddenly found itself in a situation that would test its mettle to the very core.

Doubtless, a number of other causes contributed to this state of affairs. Bethel College was founded and was being supported by a constituency that maintained German schools and German church services. It maintained a strong department of German and so must of necessity be a stronghold of pro-German sentiment and propaganda. In any event the Mennonite attitude on war was considered unpatriotic; it placed a stigma on everyone who confessed to that name. The hesitancy of many Mennonites to buy war bonds added to the feeling. It must be admitted, too, that at times indiscreet remarks by Mennonites gave offense under the circumstances, although ordinarily such remarks would have passed unnoticed.

Other factors, such as economic jealousies, personal feelings, etc., pos-

sibly also entered into the situation. The national government was slow in declaring its position on the attitude of the three historic peace churches—the Friends, the Brethren, and the Mennonites—on war, thus helping to complicate the situation. The Selective Service Law provided that members of nonresistant churches must render such service in connection with the war as would be declared noncombatant in character by the President of the United States. Since this alternate included service within the military establishment, objection was taken to it by many adherents of the peace churches.

1. *Local Sentiment.*—Locally the war sentiment found concrete expression in various forms. The German language was ostracized on the streets and in many business houses of Newton. Placards with the inscription, "Speak the American language; if you don't know it, learn it; if you don't like it, get out," were prominently displayed in business houses, and anyone venturing to carry on a conversation in German on the streets was certain to be "called down" by any one, man, woman, or child within earshot. A Loyalty League was organized in Newton, which directed its attention specifically toward the department of German in the College. Hints were dropped that Bethel College should be closed because it was "pro-German." Occasional threats were made against the College and at times students remained overnight in the Main Building with a view to warding off, if possible, any acts of violence. Business houses in Newton whose owners were of German descent and even the home of the mayor of the city, who was of German parentage, were smeared with yellow paint. Other acts of vandalism were committed and for months an extremely tense situation prevailed.

To one who was pretty much on the "inside of things" at Bethel College, the situation appeared rather puzzling. Relations with the city of Newton had hitherto for the most part been quite cordial, although individual cases of indifference or even of antipathy against Bethel College among Newton citizens were not unknown. Perhaps, fundamentally, the feeling was due partly to certain prejudices arising from differences in nationality and cultural backgrounds, which only time and closer association could overcome, and partly to ignorance and lack of understanding of the history and experiences of Mennonites in the past. Closer acquaintance with the facts of Mennonite history might have convinced at least some that the attitude of their fellow citizens was not due to general contrariness, or cowardice, or a pro-German feeling, but that it was rooted deeply in 400 years of history and tradition and had been attested by the blood of many martyrs. Of all that the average, native-born American citizen was totally ignorant.

It is only fair, however, also to state that many of the prominent businessmen and other citizens of Newton maintained their balance and an attitude of fairness toward Bethel College. Threats and acts of violence

were committed by men who preferred to remain under cover, and the good name of the city of Newton suffered in the eyes of neighboring cities by such incidents. Businessmen of some of these cities were not slow in announcing that if Newton did not want the trade of the Mennonites, they would be glad to serve the Mennonite constituency.

2. *The Language Question.*—The situation was intensified when early in 1918 the Educational Council of the Kansas State Teachers Association recommended to the State Legislature that instruction in the elementary public schools be required to be given in the English language for the required seven months' school term and that all such schools be placed under the control of the State Department of Education; but that the study of foreign languages be permitted in public junior and senior high schools.

The matter came to a head when a demand was made by the Loyalty League that all German classes be discontinued at Bethel College and that announcement be made that Bethel College was the first college in the state to drop the German from its curriculum. President Kliever agreed to the former, but not to the latter request. He informed the League that German would be dropped for the sake of peace, but that from the educational standpoint he considered such action a mistake, and that this action was not to be considered as the policy of Bethel College for the future. In September, 1918, the faculty adopted the following resolution:

Whereas the use of the German language calls the loyalty of Bethel College into question at this time, be it resolved that the German language be eliminated from this institution.¹

By this action not only was the German language discontinued as a medium of instruction, but all classes in German were discontinued and for the year 1918-1919 the entire department was abolished.

The comment of the Newton daily paper is of interest in this connection. In an article headed "Bethel Takes a Sweeping Step," it announces discontinuance of all German classes in both the Academy and the College. It goes on to say that there may have been some criticism of Bethel College because German was taught in the Academy, but none for teaching it in the College proper.

Neither have there been any accusations of a disloyal spirit in the College faculty or its management. There has been criticism of the holding out of inducement through the instruction in German in the Academy to boys and girls of German parentage, tending in a certain sense to segregate such young people and taking them away from the public high schools. It was the system of training in use, to which objection was raised and not the mere instruction in German as a language. The viewpoint of the community was made plain to the College faculty and there was not a moment's hesitancy in the taking of action as above cited.²

3. *The "Segregation" Argument.*—Whatever merit there may be in the "segregation" argument, it would appear to the unprejudiced observer that the means suggested were hardly adequate to attain the end sought. If it was not the "mere instruction in the German as a language" to which objection was raised, but the "taking them (the young people) away from the public high schools," the logical step would seem to have been the closing of the Academy, rather than the mere prohibition of the study of the German language. The assertion that the Academy was maintained to "segregate" Mennonite young people, thus preventing them from becoming loyal American citizens, or that at least it had that tendency, and that the German language was the medium through which this was being brought about would not have stood the test of actual investigation; it was purely an assumption.

In reality there was still much more demand for the work in the Academy than in the College; the attendance in the Academy was 125 and in the College 73. The general level of education among the constituency still demanded the maintenance of the Academy; and the German language was maintained not because of a lack of loyalty to American ideals, but partly because the constituency was still in a state of transition, a transition it requires three generations to complete; and partly because the constituency felt that certain highly valued cultural elements, especially in the religious field, would be lost to them with the loss of the language. That the latter consideration is not without foundation will be admitted by anyone who has made such a transition in his own person.

The "segregation" argument would, of course, apply to similar situations in the case of any foreign language, French, Scandinavian, Italian, etc., in larger compact groups of immigrants. The Newton daily paper under the heading, "Bethel College Is Not Pro-German," summarizes an address by S. Burkhard, then acting dean of Bethel College, apparently with a view to relieving the more or less strained relation that had arisen between the city of Newton and Bethel College. The address was delivered at the opening of a Red Cross Drive at Hesston, Kansas, and was not intended to defend, in fact does not even mention, Bethel College, but the speaker's connection with Bethel College necessarily gave added weight to his words. The Newton paper evidently took it as a vindication of Bethel College. The address contrasts "Kultur" and "Democracy," the speaker unequivocally taking his stand on the side of democracy, but he says there are states of society that are worse than war, though admitting that he himself had "no appetite for war."³

A service flag to be displayed in the lower hall of the Main Building was provided by the Student Council and approved by the faculty in November, 1918. It together with the honor roll was hung in the hall of the lower floor of the Main Building. The honor roll contained the names of all Bethel College students who had responded to the call of

their country during the war. The flag and roll were dedicated by a program given on January 31, 1919, as follows:

Song	Assembly
Presentation of Emblems.....	Sidney Hawkins
Acceptance of Emblems.....	President Kliever
Address.....	Prof. J. E. Hartzler
Address.....	Rev. R. L. George, Methodist Minister Newton, Kansas

The service flag contained 145 blue and three gold stars. Both flag and honor roll are now preserved in the Kauffman Museum.

The question of discontinuing German church services also arose at this time. The Ministerial Union of Newton was drawn into consultation and it was agreed that the discontinuance of the German services would not greatly handicap the College congregation, but that the case of the Newton Mennonite congregation was different. On the whole, the attitude of the ministers of Newton on this question was a reasonably tolerant one though there were some extremists among them also. The German services were discontinued in the Bethel College Church during the war, but in 1920 after the close of the war, alternate English and German Sunday services were again introduced. The short Bible Course which had been held in Bethel College for a number of years previous was omitted in 1918-1919 because of the disturbed war situation.

4. *Effects of the War.*—So far as effects of the war upon the internal conduct of the institution are concerned, there was no great upheaval, no fundamental change in policies. The loss of men students had its effects upon instruction and the social life. The discontinuance of the department of German and the consequent necessity of rearranging the language courses and the general tension under which the work had to be carried on were not without effect upon the spirit and atmosphere prevailing at Bethel College. However, there was a willingness to make adaptations to the situation.

Due to the shortage of farm labor, arrangements were made in the spring of 1917 to allow men students to drop out of school without complete loss of credit, provided they were willing to meet certain conditions: their academic standing must be satisfactory at the time of withdrawal; they must have the permission of parents or guardians to withdraw from school; they must furnish proof of sufficient grounds for withdrawal, and they must also furnish a certified statement by the employer of the kind of work done and the time and place where the work had been done. Students meeting these conditions would be admitted to the next higher class on their return, but would not be given a definite grade in the course, for a definite grade the student was required to take an examination.

Other concessions made to students who were called by the draft were:

giving grades for a semester's work ⁴ even though not quite completed, and allowing a definite amount of credit toward the degree to students who had spent a certain length of time in the service. In the course of the war the students of Bethel College contributed about \$1,700 to Army Y.M.C.A. camps. Several Bethel College students served as interpreters to American officers during the war.

The Mennonite students of Bethel College who were drafted into the service selected mostly sanitation work. Theirs was a hard life. Letters to the *Bethel College Monthly* speak of their loneliness and plead for correspondence from friends and classmates. The methods that were used to test the genuineness of their beliefs were often reminiscent of the Middle Ages, when physical abuse and torture were the means by which it was sought to force nonconformists back into the folds of the church. The treatment of the conscientious objector during the first World War does not form a very creditable chapter in American History.⁵ Was America not the land in which freedom of conscience was guaranteed by the Constitution, and in which from the very beginning the religiously persecuted of other countries had found refuge from intolerance and persecution? President Kliever, who had been elected a member of a special Conference committee to advise and assist drafted Mennonite boys, made occasional visits for this purpose to various camps where Mennonite boys were located. He also carried on extensive correspondence with the boys in camp, advising and assisting them in every way possible; but the lot of the boys at best was a hard one. A severe blow to the institution was the death in 1918 of Professor Irvin Haury, instructor in French and Spanish since 1917. He had been stationed at Fort Riley, where he served as instructor in French to American soldiers.

The war had a wholesome effect upon the religious life of the students. Especially was this noticeable in the increase in student organizations for purposes of Bible and mission study; also in the application of practical Christianity within the institution and toward the underprivileged children of the city of Newton. President Kliever also took an active part in various attempts to solve other problems arising in connection with, or growing out of the war. In 1918 he was elected a member and temporary chairman of a committee representing eight branches of Mennonites, the purpose of which was: (1) to draw up a statement setting forth the attitude of the Mennonite denomination toward the existing military laws; (2) to assist in bringing about a unified procedure in such attitudes and in the matter of nonresistance; (3) to keep in touch with other similarly minded denominations.⁶

On March 29, 1919, a meeting of Friends, Brethren, and several branches of Mennonites was held in Newton, at which an executive committee was elected to represent the nonresistant denominations in their common work and problems.⁷ President Kliever was elected secretary

of this committee. These intra-and-interdenominational efforts are indicative of a growing sentiment toward cooperation between bodies that held certain basic beliefs in common, but hitherto had held pretty much aloof from each other. Considerable correspondence with other colleges during this period shows quite clearly that peace sentiments were not confined to Mennonite colleges only.

The decline in the attendance due to the First World War was considerable, slumping from 271 in 1917-1918, the year the war broke out, to 201 the following year, a decrease of over 25 per cent. This, of course, added to the financial difficulties. The attendance rose again after the war, but it was not until three years later that it approached the pre-war mark and began to climb rapidly. By 1922-1923 it exceeded the 1917-1918 figures by 22 per cent.

B. Internal Dissensions

The conservative attitude of the Mennonite church toward higher education during much of its history and some of the causes of such an attitude are well known to the student of Mennonite history. The memories of the treatment of early adherents of the faith received at the hands of the educated clergy of the established church were never quite obliterated from the minds of Mennonites. The experiences of the First World War made these memories even more vivid and meaningful. In the course of the centuries those early memories had gradually crystallized into a conviction that higher education and some of the fundamental principles for which the Mennonite church stood were irreconcilable. Anyone venturing into the field of higher education was, thus, subjected to the closest scrutiny, and became a target for the arrows of mistrust and suspicion. The dismissal of a non-Mennonite instructor in the Halstead Seminary because of mistrust of his religious views will be remembered.

1. *The Constituency and Orthodoxy*.—Mutterings of dissatisfaction with some of the religious teachings at Bethel College were heard almost from the very beginning. President C. H. Wedel did not entirely escape criticism on this score, though in his case criticism was mild and subdued. With his passing, however, the question assumed added importance, especially in the light of later developments. However, the new instructors in Bible still possessed the confidence of the constituency. Both J. H. Langenwalter and J. W. Kliever were well known among the constituency and their choice was generally approved.

With the increase in attendance and the expansion of the curriculum it was found necessary to increase the teaching personnel in the department of Bible as in other departments. Since the new instructors were almost without exception young men, fresh from the seminary or the university, it was perhaps inevitable that some misunderstandings and perhaps even open clashes would result. Educational institutions are in

the very nature of things progressive, churches on the other hand are more inclined toward conservatism. One should not, therefore, be too greatly surprised if young instructors, fresh from higher institutions of learning exhibit a spirit of progressiveness that may lead to conflict with more conservative elements in the constituency.

There, too, is the tendency on the part of the young and inexperienced instructor to put before his students, even beginners, the newest results of research in his specialized field. These may still be very much in the realm of the purely theoretical, insufficiently verified by experiments and untested by the experiences of practical, everyday life. Much of it may become toned down or modified by further research, or mellowed or even cast overboard when applied to real life situations.

Also, it is well for the reader to remember at this point that Bethel College had been entrusted by the Western District Conference, which represented the constituency, with the task of educating the Mennonite youth, and that this had been done "*in the expectation that the Bethel College Corporation will take over and carry on school matters in accordance with the intentions of the Conference.*" The Bethel College Corporation had thus assumed the task of educating Mennonite youth with the definite, if tacit, understanding that in carrying out its educational policies, it would respect the wishes and the position of the congregations as represented by the Conferences. It was, therefore, to be expected that any considerable deviation from the teachings generally approved by the Conference would arouse resentment in Conference circles. That such a situation bore within it the possibilities of friction is quite evident; and if met in a spirit of pride and arrogance, of self-righteousness and unswerving dogmatism, the results might well be disastrous.

These statements will serve as an introduction to, and perhaps lead to a better understanding of the controversy that arose during the second decade of the century, a controversy that shook the Bethel College structure to its very foundations. Early in the decade murmurings regarding the religious teaching at Bethel College began to be heard in different congregations. Some of these rumblings originated directly in statements and reports brought into the home communities by students from the College, and as is usually the case, the reports lost nothing in the course of their circulation. There was much discussion also among the students, though not always in a spirit of unity; and even though faculty members mostly retained their poise, suppressed feeling was in evidence there also.

Early in the school year 1916-1917, the board decided that all textbooks dealing with matters of faith be examined by the board and the president of the College before they were introduced in the respective classes of Bethel College. Questionings and mutterings in the constituency, too, became louder and more persistent. The situation gradually

becoming more and more tense, it was quite clear that a storm was brewing that might break at any time.

2. *Differences Among Faculty Members.*—The matter came to a head when one of the younger Bible instructors in a chapel address in October, 1916, drew the date and authorship of one of the prophetic books of the Bible into question. A few days later another instructor, also in a chapel address, made a sharp retort directly contradicting the first and the lid was off.⁸ Charges of various kinds, including accusations that the higher criticism had found its way into the religious instruction in Bethel College were hurled back and forth and soon involved others than the two principals to the controversy. The matter was taken to President Kliever; but his efforts at mediation failing, it was laid before the board of directors.

The board investigated the complaint but reported that it found insufficient evidence for the charges made.⁹ It expressed its disapproval of the methods resorted to and suggested a procedure to be followed in cases of a similar nature in the future. It was however, too late now to bring about a peaceful adjustment of the difficulty. Bringing the matter into the open had added fuel to smouldering embers. The advocates of Conference control for Bethel College were not slow to see their opportunity to seize the advantage thus given them to agitate in favor of their cause. President Kliever, as well as the accused instructor, submitted their resignations to the board, but were asked to reconsider. The complainant had gone so far as to make charges of unorthodoxy against President Kliever and members of the board; but when invited to appear before the board in substantiation of his charges, he in effect retracted.¹⁰

The final outcome was the resignation in 1918 of the complainant to accept the pastorate of one of the Conference congregations, while the accused was, at his own request, given a leave-of-absence; however, he did not again return to Bethel College. The re-employment of two instructors for the year 1918-19 was also held off by the board for further investigation. One of them resigned as a result; the other appeared before the board and though exonerated was relieved of work in the Bible department and assigned to another department. But he, too, severed his connections with Bethel College the following year. A few later resignations may also be traced wholly or in part to this incident, among them the resignation of President Kliever in 1919.

With the withdrawal of the two principals to the controversy, matters quieted down considerably; but the affair had its aftermath in a number of ways. It had its reverberations in the faculty, in the board of directors, in the student body, among the alumni and in the constituency.

3. *The Faculty Challenges the Board.*—Early in 1919 a communication signed by nine members of the faculty was sent to the board of

directors asking for a clarification of the board's attitude toward the Bible teachers of Bethel College. The communication follows:

To the Board of Directors of Bethel College,
Gentlemen:

We, the undersigned members of the faculty of Bethel College, wish to have the Board of Directors declare themselves upon the following issues, and upon their answer to these issues will depend our willingness to serve as teachers for next year.

I. Does the Board take the attitude that the more a man has studied the Bible and things pertaining to it, its history, its composition, its language, and its whole setting, etc., the more dangerous a man is he?

In particular, does the Board hold this attitude toward our men in whose hands is the religious leadership of our school?

II. Does the Board have the fullest confidence that interpretation of the Bible as given by the men referred to above is just as authoritative and reliable, or even more so, as the interpretation given by any lay-minister?

III. Does the Board have the confidence that these men are competent enough to determine whether any members of the faculty entertain unsound or heretical views? And, in case such members are found, does the Board have the confidence that these men are sufficiently interested in the welfare of the school to make the proper recommendations to the Board as to what should be done with such members of the Faculty?

IV. We, the undersigned, recognize our men in whose hands is the religious leadership of the school, with fullest confidence and gratitude, as our leaders in things pertaining to religion.

The Board is to state in unmistakable terms whether our position toward these men is justifiable.¹¹

The tone of this communication indicates the temper of a considerable portion of the faculty in the critical situation in which Bethel College found itself.

The reply of the board was as follows:

Question I (a) No, unless such a person is a doubter of or a disbeliever in the Bible; (b) The action of the Board in continuing the employment of these men answers this question.

Question II. Yes, in as far as they are under the guidance of the Holy Spirit.

Question III. Yes, we have this confidence, but the questioners must realize that the Board being responsible to the Corporation members and to the churches has the determination on such matters.¹²

The reply apparently satisfied the complainants as no resignations followed the board's reply. Throughout this rather protracted controversy the board repeatedly drew the faculty or committees from the faculty into consultation; the questions involved were discussed from all sides in a spirit of Christian charity and everyone was given a fair hearing, but that wounds were caused that were slow in healing can well be believed.

At this time the board also received a communication signed by about thirty students protesting against the possible release of the two instruc-

tors mentioned above as in question. Both were popular with the students, but student sentiment in the matter was pretty much divided. The protest was couched in mild language and was acknowledged by the board, but apparently had no decisive influence upon the board's action.

The board of directors also had to defend itself against various charges made against it. It found itself between two fires. On the one hand it was accused of unorthodoxy and of a lack of unity or agreement on questions of faith; on the other, it was accused of narrow-mindedness, of trying to set limits to Bible interpretation and of opposing scientific research.

The board accordingly in May, 1919, appointed a committee of five from its members to prepare a statement covering these charges. The statement was adopted on September 3, 1919, by the board and incorporated in its report to the Twenty-eighth Western District Conference held in November, 1919. The board made its position clear on fundamental questions of faith in a statement covering twelve points pertaining more especially to those matters which had been drawn into question. On the other charges it took the position that differences of opinion are permissible in exegesis but that it can in no wise permit the reliability of the Scriptures to be undermined. In scientific research, it said, observed facts should be clearly distinguished from the purely theoretical.

The Conference gave its approval to the attitude of the board as expressed in the report and obligated itself to give the institution its "undivided support through intercession and with the necessary financial means."¹³ Such a situation could, of course, not remain without effect upon other Conferences supporting Bethel College. President Kliever was asked by the board, early in 1919, to visit the Northern District Conference in the interests of Bethel College. On inquiring of the chairman of the Conference, if such a visit would be acceptable, he received a non-committal, but more negative than positive reply, and the visit was not made.¹⁴ The Pacific District Conference, however, opened its doors to solicitation by P. H. Richert at this time.

4. *The Alumni Challenges the Board.*—Early in 1920 it became evident that there was considerable unrest and dissatisfaction among the alumni over recent happenings at Bethel College. A movement which was started to hold off active support of the College had gained some headway before it came to the notice of the board of directors. Once aware of it, the board took immediate action. It appointed a committee from its own members which was to look into the situation and seek to bring about a better understanding and a more harmonious relation between the College and its alumni. The committee consisted of P. H. Richert, C. C. Wedel, P. P. Buller, P. P. Wedel, and C. J. Goering. Just how general the feeling of dissatisfaction was among the alumni is not easily determined, but it took the unfortunate direction of trying to influence the election of

members of the board of directors at the annual Corporation meeting. Some correspondence to that effect had come to light.

It was perhaps inevitable that under the circumstances efforts to drag the administration into the affair would be made, but no evidence that any member of the faculty or of the board was involved was brought to light. The committee appointed by the board conferred with a committee of the alumni who were involved in the matter, and after a friendly discussion of the situation the alumni who were involved admitted that their action had been unwise and declared themselves willing to cooperate with the board of directors for the good of their Alma Mater. A letter of explanation and apology was sent to the chairman of the Western District Conference and read at the Conference.¹⁵ The Conference accepted the explanation and the apology and expressed its appreciation of any efforts on the part of the Alumni Association to help build up Bethel College and promote its welfare in legitimate ways.

5. *The Storm Subsides.*—The action closed the incident, but it was not without value for the future. In 1920 the Alumni Association appointed a committee of three to confer with the board and President Kliever on ways and means in which the association could help in a projected financial campaign. The Alumni Association had hitherto been little more than an abstraction in the minds of the constituency. As an organization it had received but little attention and exerted but little influence in the affairs of Bethel College. Each had gone its own separate and independent way pretty much regardless of the other. Each came to realize that a common interest necessitated harmonious cooperation from both sides.

The constituency learned that in the Alumni Association, Bethel College had a potential source of strength and influence that could be of great value to the common cause. The alumni learned that their interests were inseparably bound up with those of the constituency. These things resulted in better mutual understanding and closer cooperation thereafter.

C. The Western District Conference and Bethel College

The controversy over the religious teachings at Bethel College during the years 1916-1919 was, of course, "grist on the mill" for the friends of Conference control of the institution. Certainly, if closer cooperation with the Conference or even complete Conference control would bring about more harmonious and united support of Bethel College, no friend of the institution would wish to stand in the way. To many of the friends of the institution it appeared that more was involved than mere control—Conference or Corporation—of the institution. Control carried with it the determination of the policies of the institution, and the sentiment in the constituency had not yet developed to the point of unanimity on this question. Nor will it ever do so, for that matter.

It was feared by many friends of the institution that complete Conference control would mean not only a very definite change in past trends and policies of Bethel College, but perhaps reversion to a type of education that would definitely limit its value to Mennonite youth; doubtless, this fear was not entirely unfounded. To attract and hold Mennonite youth and thus be of maximum service Bethel College must seek not only to conserve our distinctive religious values but also to maintain proper academic standards. It should also be remembered that the Bylaws of the Corporation contemplated the possible complete control of Bethel College by the Conference eventually.¹⁶ The situation was such that something needed to be done at once. Dissatisfaction without, strained relations within the institution, an increasing deficit, diminished attendance because of the war, a divided constituency, and other questions were calling for action.

The first steps toward relief from this unsatisfactory situation were taken by the board of directors in September, 1916. It adopted a resolution requesting the Western District Conference to create a committee, which together with a committee from the board would, if necessary, revise Article II of the Bylaws so as "to adapt them to modern conditions, and more fully to realize the provisions of said article."¹⁷

Article II of the Bylaws made tentative provision for the cooperation of the various Mennonite Conferences with the Bethel College Corporation. It gave the right of "advisory" representation in the Bethel College Corporation meetings to these Conferences in accordance with certain conditions stated in the Charter and the Bylaws. The purpose was, of course, to draw other Mennonite Conferences into active cooperation with Bethel College; to date this provision had remained in effect a dead letter. It will be recalled that even the Western District Conference, whose child Bethel College was, had no direct voice in the management of Bethel College, the latter being under the exclusive control of a private corporation.

In the light of these provisions in the Bylaws and of the unsatisfactory conditions mentioned above, it was perhaps only natural that efforts should be made to improve relations between the institution and its constituency, with a special view to satisfying the advocates of Conference control. Such efforts should receive strong support from the fact that ultimate and complete Conference control of the institution was to be the goal to be striven for eventually according to the original plans of the founders.¹⁸

The resolution of the board of September, 1916, was brought to the attention of the Western District Conference at its twenty-fifth session in October, 1916, through its Committee on Education. The Conference was more than ready to avail itself of this opportunity, and started the machinery going by electing a committee of five, none of them members

of either the Bethel College board or faculty, which was to confer with a committee of the board on ways and means of bringing about closer relations between the Conference and Bethel College, and thus to strengthen Bethel College and promote its interests. The joint committee was to report to both Conference and Corporation. It consisted of B. W. Harder, H. R. Voth, J. C. Goering, W. J. Ewert, and H. P. Krehbiel for the Conference, and P. P. Buller, Abr. Ratzlaff, P. Mouttet, P. H. Richert, and R. A. Goerz for the board of directors.

1. *A Plan for Closer Affiliation.*—The committee held a number of sessions, and although the obstacles at times seemed insurmountable, it finally succeeded in drawing up a plan that it was willing to submit to both Conference and Corporation. The plan was submitted to the Western District Conference at its twenty-sixth annual session in October, 1917. Its principal provisions were:

1. The Corporation changes its Charter and Bylaws so that a transfer of members of the Board of Directors will become possible.
2. The Corporation surrenders to the Conference one less than one-half the number of its Directors as soon as the agreement has been ratified by both parties to the agreement.
3. The Conference solicits funds for the permanent Endowment Fund of Bethel College. It controls these funds, paying the interest therefrom annually into the treasury of Bethel College. As soon as the Conference has collected at least \$100,000, the Corporation surrenders one more than one-half the number of Directors to the Conference, whereupon the transfer of the Endowment Fund to Bethel College by the Conference is to take place.¹⁹

The necessary changes in the Charter and the Bylaws to permit the carrying out of the suggested plan were included in the report.

The Conference approved the plan as submitted, and elected its five members of the joint committee as its representatives on the College board, in case the plan should also meet the approval of the Corporation. It also continued the joint committee and entrusted it with any further responsibilities that may arise out of this action of the Conference.

When the report of the joint committee was laid before the Corporation at its Annual Meeting in November, 1917, the Corporation, while expressing its satisfaction at the action of the Conference, decided to postpone action on the plan. It stated as its reason that the plan submitted included only the Western District Conference and that the Corporation desired to give opportunity to other Mennonite Conferences west of the Mississippi River to come in on the plan. The report was sent back to the committee with the request that it confer with representatives—preferably the officers or someone appointed by them—of these Conferences, and that it change the plan so as to “give more consideration to these other Conferences.”²⁰

The joint committee accordingly invited representatives of the Canadian, the Pacific, and the Northern Conferences to a meeting to be held

in Newton, Kansas, on February 7, 1918. The invitations were sent to the chairman of each of the respective Conferences, and favorable replies were received from all; but only the chairman of the Pacific Conference, M. Horsch, found it possible to attend this meeting. At a later meeting of the committee, however, C. Hege was present as the representative of the chairman of the Northern Conference. There is no record of the Canadian Conference being represented at any of the meetings of the committee. The final report completed in April, 1918, was thus the result of the cooperation of the three conferences—the Western District, the Pacific, and the Northern—with Bethel College. It is the plan now in operation.

The new plan followed in general the earlier plan of the committee. It made provision for membership in the board of directors by other conferences, which might desire to come in under the plan, and also for solicitation of funds within such Conferences. The Conferences were to nominate candidates for membership on the board from within their own Conference circles, from which nominations the Corporation would elect the required number. This change was made because of the doubtful legality of a direct election of members to the board of directors by any Conference. The solicitation of funds was to continue in the Conferences. As soon as the total of \$100,000 would be reached, the Conferences were to have one more than one-half the membership on the board of directors. The number of board members assigned to each Conference was determined in part by the number of Conferences participating and in part by the amount of their contributions. The Conference which contributed more than 50 per cent of the \$100,000 was to have the seventh director. The transfer of the money thus collected was to take place as soon as the Corporation surrendered its seventh director. This clause was apparently differently interpreted by different individuals, and a few years later it led to a near-crisis in the affairs of Bethel College.

The board of directors had been increased in the first report, approved by the Western District Conference from nine to eleven.²¹ The revised plan increased the number from eleven to thirteen, the present number.²² The agreement was to go into effect as soon as ratified by the respective bodies and on receipt of official notification of such ratification by the respective officers. The report expressed the hope that future developments would result in the total transfer of Bethel College to Conference control. It also recommended the establishment of a Bible School at Bethel College.

This revised plan for a closer affiliation of the several Conferences with Bethel College was submitted to a special meeting of the Corporation on May 15, 1918. Much feeling was in evidence at this meeting, and before the final vote was taken a "Committee on Credentials" was appointed which was to bring in a report on the number of votes repre-

sented in the meeting. A motion was also passed that no one be permitted to vote at this meeting who had not paid the interest on his Bethel College notes for three years. The committee on credentials reported 765 votes represented and on final vote the report was adopted by a vote of 615 to 148. This decisive majority left little doubt as to the attitude of the Corporation on the question involved.

The favorable action of the Corporation was followed by similarly favorable action of the Western District Conference, which met in special session at Bethel College on June 6, 1918. The Conference elected a



P. H. RICHERT, 1871-1949

committee to solicit the fund provided for in the cooperative plan, and also adopted a resolution that the Conference, through its trustees, administer the fund collected for Bethel College. The indefiniteness of this resolution doubtless added to the misunderstanding regarding the fund mentioned previously.

The committee elected by the Conference to solicit the \$100,000-fund appointed P. H. Richert as the chief solicitor, and assigned assistant solicitors for the different districts that were to be solicited. Richert's instructions were to induce contributors as much as possible to assign their votes to the Conference and to dissuade them if possible from asking for scholarships for their contributions.

Solicitation was begun shortly and progressed very satisfactorily. Reports published in the *Bundesbote* from time to time were very encouraging. In September, 1918, the amount had reached \$37,000; in December it had risen to over \$60,000. By the end of October, 1919, it had climbed to \$88,000 and it was reported that a friend of the institution had promised the last \$5,000 toward the \$100,000 goal. By the end of November, 1919, the goal had been reached; but P. H. Richert continued the work of solicitation. His task was considerably lightened by the ready donation of liberty bonds by persons who, often under duress, had purchased them. Since the Pacific Conference had come in on the cooperative plan, solicitation was extended to the Pacific Coast.

At the 1920 session of the Western District Conference, the joint committee in charge of solicitation reported that a little more than \$100,000 had been collected and paid into the treasury of the Conference Board of Trustees.²³ The Conference instructed its trustees to transfer

this money to the Bethel College Corporation as soon as the Corporation had surrendered the seventh member of its board of directors to the Conference.²⁴ On December 7, 1920, the chairman of the Corporation P. H. Richert sent official notice to the secretary of the Conference board of trustees, H. P. Krehbiel, that the Corporation had met the condition set by the Conference and was ready to receive the money. The transfer was officially made on December 8, 1920, over the signatures of the secretary and the treasurer of the Conference trustees.²⁵

The amount contributed by the constituency of the Western District Conference was \$96,102.17 and by the Pacific Coast constituency \$4,545.²⁶ The donations varied from \$1 to \$1,000.²⁷ The amount turned over to Bethel College in 1921 was \$100,762.17²⁸ in cash and pledges, the differences probably being due to accumulated interest.

The proposed affiliation between the Corporation and the Western District Conference had thus become effective. Nominations for Conference directors on the board were made at the session of the Conference in 1918, and the first Conference members elected were P. H. Unruh, Paul Mouttet, B. W. Harder, P. P. Buller, G. N. Harms, and H. Riesen.

2. Significance of the Arrangement.—With the turning over of the \$100,000 fund to the Corporation Bethel College became in effect a Conference-controlled institution since the Conferences now had a majority representation on the board of directors. What effect would the new relationship have upon the future of the institution? Could it look forward to an era of more unified support and so of greater progress? Would the clamor for Conference control now cease? Would Bethel College render greater service to the church under the new plan? Would Mennonite youth view the situation with greater hopes for the future? Or would the change arouse fear and distrust among them? In 1887 the Conference had had the opportunity to take over the enterprise but lacked the courage. Had it progressed sufficiently so that such a transition could now be made with profit to all concerned? These and other questions agitated the minds of those most intimately connected with, and most directly responsible for, the future of the institution. The final answer to them lay, and still lies, in the lap of the future.

The clamor for Conference control while more subdued was not entirely allayed. So far as any drastic changes in policy were concerned, none were inaugurated either at once or in later years. No radical changes that can be traced directly to Conference control occurred in the personnel of the board of directors, or in the faculty. The destinies of the institution, after the change as before, remained in the hands of the board and the faculty, who sought to sense the needs of the larger constituency as well as of the smaller group of Mennonite youth, and to meet these needs as best they could in a spirit of humble dependence upon God and the guidance of the Spirit.

The campaign had come to a close with the report of the solicitation committee to the Twenty-Ninth Western District Conference in 1920. The committee was discharged after submitting its report, but the report is of unusual interest for the insight it gives into the attitude of a considerable portion of the constituency toward Bethel College. The recommendations in the report were the result of wide and intimate contacts with the constituency, and as such deserve special mention here.

To secure greater confidence in Bethel College by the constituency the committee recommended:

1. That the Bylaws be changed so that (a) one member cannot represent more than ten proxies; (b) no proxies shall be valid for more than one meeting of the Corporation; (c) no one should cast more than ten votes for transferred certificates; (d) the names of holders of proxies together with the number of their votes shall be read before elections and entered upon the protocol.
2. That the Conference make its nominations for members of the Board directly instead of through the nominating committee.
3. That money collected for the Endowment Fund of Bethel College within the Western District Conference in the future remain the property of the Conference, and that the interest from this fund be placed at the disposal of Bethel College only so long as the Western District Conference deems this advisable.²⁹

The last recommendation appears to be in direct opposition to the action of the special session of the Western District Conference, June 6, 1918.

The Conference approved Recommendation 1 in all four points; it rejected Recommendation 2, and adopted Recommendation 3 in amended form so as to read: "money collected for the Building and Endowment Fund of Bethel College within the Western District Conference, etc."

These recommendations seem to imply considerable mistrust among the constituency especially regarding elections. The board of directors was keenly aware of this mistrust as evidenced by its action even prior to this time. In 1918 the board decided to confer with such Corporation members as controlled a large number of votes regarding their attitude toward the question of closer cooperation between the Corporation and the Conference. That large contributors exerted a dominant influence in the elections was due, of course, to the fact that their voting power was proportional to their contributions. That such a procedure is objectionable in a community enterprise entirely dependent for its success upon the goodwill of the constituency no one will deny. It is discouraging to the small contributor and can easily lead to suspicion and distrust. This objection to the plan was foreseen and mentioned at the very beginning of the enterprise; but, doubtless, it helped to make the school a reality earlier than would have been the case otherwise.

Control of the Conference-College Endowment Fund became another

disturbing element in Conference-Corporation relations. This matter, too, should have been definitely clarified. The actions of the Conference and of the Corporation on this point were at variance with each other, but both sides seemed to prefer not to let the matter come to a definite decision. Since anxiety regarding the fund was repeatedly manifested at Conference sessions, to safeguard the fund the Western District Conference in 1923 adopted the following resolution: "That the Trustees of the Conference are hereby instructed to ascertain if the fund has remained untouched and if it is invested in good securities."³⁰

The annual reports made to the Conference by its trustees regarding the status of the fund assured the Conference that the fund remained intact and that it was invested in good securities. However, the reports also called attention to delinquencies by subscribers of pledges to the fund by which the totals of the fund were diminished. In 1931 the trustees reported that the fund, as far as it was paid in, was not kept separate, but was being incorporated in the general endowment fund of Bethel College. A request that the trustees be discharged from any further obligations in the matter was granted by the Conference.

D. Bethel College and Other Mennonite Institutions

1. *Tabor College*.—In 1918 a sister institution, Tabor College, at Hillsboro, Kansas, was destroyed by fire with great loss. Resolutions of sympathy addressed to the Tabor College faculty were adopted by the Bethel College faculty. An effort was also made at this time by the Bethel College board looking toward the union of the two institutions, and thus avoiding the rebuilding of Tabor College, but it proved unsuccessful.

2. *The Mennonite Theological Seminary*.—The effort during the early part of the decade to enlist the interest of Bethel College in the establishment of an institution for higher theological training is of interest in this connection. As in the case of all other efforts at higher education the movement did not originate within the constituency but had its origin in the then-existing Mennonite institutions of higher learning. It originated in the East and had for its purpose the uniting of the efforts of the various branches of the Mennonite denomination in a common educational enterprise.³¹

At a meeting called for this purpose in May, 1913, at Warsaw, Indiana, five different branches of Mennonites were represented. President Kliever and Professors Langenwalter and Balzer attended from Bethel College. Special efforts were made to obtain the support of the then-existing three Mennonite institutions of higher learning: Bethel, Bluffton, and Goshen. Resolutions adopted at this meeting looked toward the establishment of an institution representing the various branches of the Mennonites, which would offer standard undergraduate and graduate work; also the work of a first-class Bible- and theological school and such music instruction

as would develop the musical talents of the young people to meet the demands of the congregations.³²

A board of fifteen was appointed to initiate the project. Other meetings were held, but Goshen College did not participate, and efforts to win Bethel College to the enterprise also were barren of results. Dr. S. K. Mosiman, who was the prime moving spirit of the enterprise, appeared at a meeting of the Bethel College board to present the matter of the proposed seminary. The board, however, considered the action so far taken in the matter as rather precipitate and merely stated that it did not oppose the movement but wished it success.³³

It was evident from the very beginning that the strength of the movement lay in the East. The three representatives from Bethel College were the only persons from west of the Mississippi River present at the meeting in Warsaw; and, in the board of fifteen created to initiate the movement, there was only one representative from west of the Mississippi. The attitude of the General Conference on this question may be gathered from the report of its Committee on Schools and Education to the twentieth session of the Conference in 1914. It expressed the opinion that the General Conference was not yet ready to establish its own theological seminary. It also recommended that for the present any gifts for definitely religious or theological work be given to already-existing schools. These gifts would be under the management of the respective schools until such time as a seminary could be established.

The movement resulted in the establishment of "Bluffton College and Mennonite Seminary," but the latter was hardly a full-fledged graduate theological seminary, rather in effect the theological department of Bluffton College. Bethel College, although having no more direct part in this matter, was in sympathy with the seminary movement, and the seminary always received liberal patronage from Bethel College graduates.



CHAPTER XII

PRESIDENT KLIEWER CONCLUDES HIS FIRST ADMINISTRATION (1920)

A. Religious Life and Activities

Interest in the religious life and activities was maintained by the various organizations that had been established for this purpose. A general broadening out of such activities is noticeable. In 1911 Bethel College had a greater per cent of students enrolled in Bible and missions than any other college in Kansas.¹ Students in homiletics were given frequent opportunity to serve churches. The Christian Endeavor Society broadened the scope of its work by meeting new students at the opening of school, assisting needy students in finding employment, organizing Bible study classes and prayer meetings, promoting interest in missions, and in other helpful activities.

A normal-training course for Sunday school teachers was organized in the summer of 1913. The first Gospel Team of four men was sent out during the same year to conduct religious services in various communities. The auxiliaries, both men and women, of the Christian Students Union rendered excellent service in these various types of work. Other types of service were: song services in the Newton hospitals, religious services in the Mexican settlement in Newton and with prisoners in the Harvey County jail. In 1913 several students assisted H. P. Krehbiel in organizing a Mennonite church in Hutchinson, Kansas. In 1914 the Y.M.C.A. organized a Sunday school in a rural schoolhouse three miles west of Bethel College. The Student Volunteer Band continued its programs in surrounding churches throughout these years.

Contacts with the Bethel Hospital were also maintained. In the spring of 1914 the Sisters of the Hospital invited the Bethel College students to an evening luncheon, with about sixty-five students taking part. In the course of the evening deaconess work was explained in word and picture. The girls of the Y.W.C.A. served the Hospital in a variety of ways during these years.

1. *The Bible Week*.—An important event in the religious life of the school was the first Bible Week, introduced in 1915. The initiative was taken at the Western District Conference session in October, 1914, when a resolution was adopted requesting Bethel College to arrange a course for ministers and Sunday school workers to be offered during the winter, and elected a committee to assist the Bethel College faculty in putting

the plan into operation. The following program was arranged for the occasion: Dr. F. Munz, Central Wesleyan College, Warrenton, Missouri, was secured as main speaker. The following classes were also given: homiletics, by H. D. Penner; Sunday school methods, by P. H. Richert; and a study of the First Letter to Corinthians, by President Kliever. The program proved so successful that an enlarged Bible Course was planned for the following year.

The plan of engaging one or more outside lecturers of prominence to speak on subjects of their own choosing, an intensive study of some book of the Bible, and the discussion of some religious topics of general interest has been followed quite closely in subsequent Bible courses. Such men as Dr. Philip Vollmer; Dr. D. W. Kurtz, president of McPherson College; Rev. C. Hege; J. H. Engle, secretary of the Kansas State Sunday School Association; Dr. Edgar J. Banks, noted traveller and archaeologist, and others, as well as instructors of Bethel College, offered popular courses in their particular fields during the early years on these programs. Mostly they were well patronized, the attendance at times approaching two hundred.

Speakers of prominence, who gave addresses for special occasions or as opportunity presented, had appeared in Bethel College before the introduction of the Bible Course. In 1914 in connection with the Day of Prayer for Colleges, President D. H. Bender, of Hesston Academy, delivered an address, "The Christian Student's Opportunity," and President H. W. Lohrentz, of Tabor College, one on "The Care of the Spiritual Life in Our Higher Institutions of Learning." Other men who appeared on the Bethel College platform during these years were: Dr. Charles M. Sheldon; Wilbur Thomas, secretary of the American Friends Reconstruction Work; E. M. Hopkins, professor of English in the University of Kansas; Dr. Ludwig Schneller, of the Syrian Orphanage in Palestine; Mr. C. B. Schmidt, immigration agent for the Santa Fe Railroad, who was largely responsible for the coming of so large a contingent of Menonites to Kansas in the early seventies; Governor Stubbs, of Kansas; Mr. McClure, editor of *McClure's Magazine*; President S. E. Price, of Ottawa University; and Shailer Mathews, of the University of Chicago. The Artists' Course, offering musical entertainment of high quality, and Bible Week supplied the students with wholesome entertainment as well as intellectual and spiritual food of a most stimulating type.

2. *The College Congregation.*—The relation between the College and the Bethel College congregation continued much as heretofore. Each was made responsible for one-half of the regular church services. In 1912 the Bethel College congregation requested permission of the board of directors to call President Kliever as elder. The board giving its consent, President Kliever served in this capacity until his resignation in 1920. In the same year the congregation decided to have one English preaching

service a month. In 1913 H. D. Penner was also employed to conduct the services once a month, thus releasing President Kliewer for other duties on these Sundays. The College Sundays were in charge of the College pastor, J. H. Langenwalter; and, after his resignation in 1913, J. F. Balzer served in this capacity.

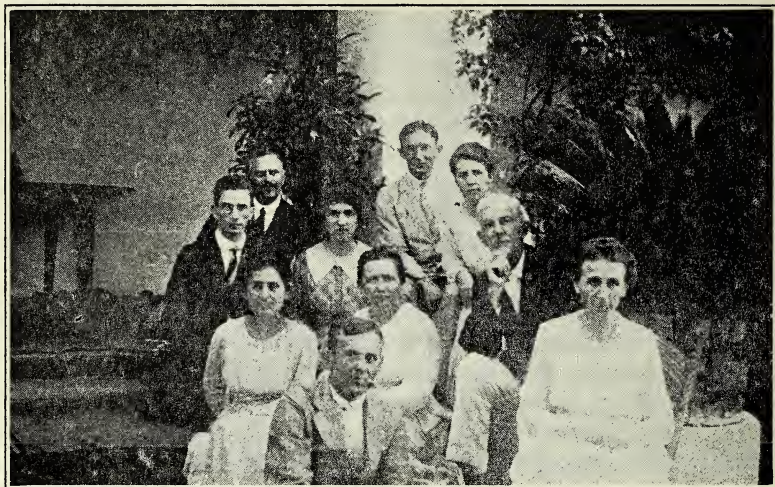
The conviction was, however, gradually gaining ground in the congregation that the time was approaching when the congregation should employ a pastor for fulltime, who could also serve as student pastor. This feeling was shared by the College board and in 1916 a joint committee of board and congregation was appointed to study the whole matter. The committee in its report considered it "advantageous to both the College and the congregation that the Sunday services are held jointly by them." The report went on to say that the committee also thought it would be advantageous "if before long this field would be given over to the church for purposes of independent spiritual work."² On President Kliewer's resignation as president he was elected elder of the church for three years but was given two years' leave to visit the mission fields of India and China and make his reports to the congregations upon his return.

Special Sunday school classes for students, catechetical instruction, church prayer meetings, etc., were other means open to students for fostering the religious life. The period of the First World War was one of great unrest and of many questionings among the students. Especially was this noticeable in the students' Sunday school classes. During the absence of the regular pastor in the years 1920 and 1921, the pulpit was supplied mainly by faculty members, J. E. Hartzler, J. H. Langenwalter, and J. F. Moyer forming the regular pulpit supply.

3. *The Missionary Interest.*—In November, 1915, Bethel College entertained the State Student Volunteer Convention, and in 1918 the annual convention of the Young People's Society of Christian Endeavor convened at Bethel College. For Christmas, 1915, the Y.M.C.A. and the Y.W.C.A. gave a program before twenty-five of the poorest children in Newton. Relations with other institutions in the religious field were also maintained. In 1914 a Gospel Team from Haskell Indian School at Lawrence, Kansas, visited Bethel College, and in 1917 a joint program of the Student Volunteer bands of Hesston College and Bethel College took place followed by a brief social gathering with about forty Hesston College students attending. The Sunday school work with Mexican children was continued and in 1919 the children were brought to the campus for a feast (Schmaus) given under the auspices of the sewing societies.

Interest in the work of foreign missions was maintained at a high level. President Kliewer had been elected president of the Foreign Mission Board of the General Conference in 1908 and thus was in a favorable position to direct mission work at Bethel College. In 1911

the Mission Board sent a Hopi Indian girl from Arizona, Bessie Quoyawma, to study at Bethel College for as long a time as suitable work could be found for her.³ She continued her work through the years 1911 to 1913 and later entered upon mission work among her people in Arizona. The Christian Endeavor Society of Bethel College supported her in part in this work in the field. The Bethel College board remitted her room rent,⁴ and Mr. Thimm, steward of the boarding hall, gave her free board.⁵ In 1912 there were twelve students at Bethel College preparing for the foreign mission field. In the same year mission



GENERAL CONFERENCE INDIA MISSIONARIES

Left three, top down: P. J. Wiens, Noah Burkhalter, Mrs. Noah Burkhalter.
Middle three, top down: Martha Burkhalter, Mrs. P. A. Penner, Ezra Steiner.
Right four: C. H. Suckau, Mrs. C. H. Suckau, P. A. Penner, Mrs. Ezra Steiner.
Not present: Mrs. P. J. Wiens, P. W. and Mrs. Penner, F. J. and Mrs. Isaac.
 (Ten from Bethel)

work was begun among the Mexican laborers in Newton under the leadership of Hazel McAllister. An article by President Kliever under the title, "Pray for Bethel," states that twenty-eight missionaries from Bethel College are serving in the home- or foreign field and three more are ready to go.⁶ Occasional visits by members of the Foreign Mission Board stimulated interest in the work, and candidates for the mission field were sent out into the churches both far and near to make contacts with the constituency in the interest of the work.

Of the students of this decade (1910-1920), more than thirty, including College and Academy graduates and ex-students, went into the mission fields among the Indians in the United States and Mexico, and into foreign fields in Africa, India and China.

The home mission field was not overlooked. Students participated in such work in the neighboring city of Hutchinson. In 1913 an investigation was made of the feasibility of establishing a city mission in Wichita. One of the arguments in favor of such a step was that such a mission would



GENERAL CONFERENCE CHINA MISSIONARIES, 1920

Back row: Talitha Neufeld, Mrs. H. J. Brown, H. J. Brown, Mrs. P. J. Boehr, Mrs. Ed. G. Kaufman, Mrs. W. C. Voth, W. C. Voth, S. J. Goering, Mrs. S. J. Goering. *Middle row:* P. J. Boehr, E. G. Kaufman. *Front row:* Aganetha Fast, Christine Habegger, Linda Brown, Metta Lehman. (Eight from Bethel)

give Bethel College students opportunity for practical work in the Kingdom of God.⁷ The mission was not established until some years later, however.

4. *Religious Education Emphasized.*—The offerings in the religious education field were increased in 1920 by the establishment of the Bible School Division. This step was taken not only to meet the Bible requirements for students of the Academy but to offer to special students of academy rank the opportunity to take more Bible than was permissible in a regular Academy course, and thus to prepare them for more effective service in the Kingdom. Methods of Christian work were especially stressed in this curriculum. However, the work seems to have carried little appeal to the type of students for whom it was primarily intended as very few others than regular Academy students enrolled in the Bible

School Division. It was accordingly discontinued in 1925. A later attempt of this kind met with better success, but it, too, was only short-lived.

The failure of the repeated efforts to place opportunities for religious training at the disposal of the average layman seems rather puzzling in view of the fact that the interest of the great masses of the Mennonite church in higher education was largely in the field of religious training. Was this interest confined too much to the purely "religious"? Was it due to failure to understand the importance of a broader cultural training? Or were there fears that the "secular" might contaminate or at least so dilute the "religious" as to deprive it of much of its potency? Or was it the "subconscious remembrance" of what "educated" men had done to the early founders of the Mennonite church? Perhaps all of these and others played a part; at any rate the conviction that higher education can be based on a thoroughly sound Christian foundation has not yet found universal acceptance in Mennonite communities.

B. Other Phases of School Life

1. *Intercollegiate Activities*.—The decade was also characterized by greatly increased participation by Bethel College in intercollegiate activities, especially in the field of forensics. With the organization of the Debating and Oratorical Union early in 1911, these activities began to take rapid strides forward. The Academy still formed the largest and most important part of Bethel College and the first debates were on the academy level. Beginning in 1911 with a debate between the academies of Bethel and Cooper (now Sterling) Colleges, the activity expanded rapidly to include forensics on the college level.

Though at first unsuccessful in these efforts Bethel College soon became an opponent to be reckoned with, and extended these contests to include McPherson, Tabor, Friends, Fairmount, and Emporia colleges. In 1915 the Bethel College girls accepted a challenge from the girls of Fairmount College to a debate. In 1916 Bethel College took part in the sectional (Old Line) oratorical contest held at Fairmount College in Wichita. As a new and untried entrant in such contests, the record of Bethel College in this field was excellent. During the years 1914-1919 it won fifteen debates and lost nine. For three of the five years it won all of its debates.⁸ During the year 1914-1915 it won every forensic contest in which it took part.⁹

An Athletic Association was organized in 1912. Under its fostering care, athletics began to thrive. Organized gymnasium classes in the Newton Y.M.C.A., tennis, baseball, interclass games, trackmeets, etc., sprang into being and were carried on with much enthusiasm. The first intercollegiate basketball game was played with Friends University, of Wichita, as the opponent. It was played at Friends with Bethel College losing, but the second game, played on the home court, was won by Bethel College. The

first home game with Cooper (now Sterling) was also won by Bethel College. In fact, the entire record in basketball in 1914-1915, the first year Bethel College participated in this intercollegiate sport, was equally good, Bethel College winning four games out of six played,¹⁰ though such a record could not be maintained permanently. Participation in intercollegiate contests did not decrease interest in intramural sports. These continued with unabated vigor.

Bethel College became a member of the Kansas State Oratorical Association in 1914, and in 1917 it became an associate member of the Kansas State Athletic Association. Some experiences of Bethel College in these activities will illustrate the contribution that intercollegiate activities can make toward a finer relationship and better understanding among institutions of higher learning, but will also show some of the dangers that lurk in such activities.

In 1912 the debate team of Bethel College met a similar team of Cooper College at Sterling, Kansas, for an intercollegiate debate. The team was met at the station at Sterling by a delegation from Cooper College, escorted to the College and given an informal reception. After the debate they were again escorted to the station and cordially invited to return. Perhaps the invitation was the more cordial, because Cooper College had won the debate.¹¹ Even thus it shows a fine feeling of respect and a high sense of honor at a time when intercollegiate relations were characterized more often by a spirit of brutal rivalry than by one of Christian fellowship.

In sharp contrast to this was the action of another neighbor institution in a debate held at Bethel College in 1917. Since none of the judges that had been secured could be present when the time for the debate arrived, local judges had to be secured on very short notice. The decision of the judges went against the visiting team. The college paper of the opposing college played up the incident as in effect prearranged, thus accusing Bethel College of bad faith and underhanded dealing in the matter.¹² As a matter of fact, one of the judges who had been secured was detained by illness, another missed train connections, and the third refused to serve on learning who the team opposing Bethel College was, having given an unfavorable decision against that team in a previous debate.

Another similar unfortunate event occurred in 1919 between the same two institutions in their athletic relations. The team opposing Bethel College losing a basketball game, the college paper accused Bethel College of having used ineligible players, and laid claim to the game under the rules of forfeiture. When the matter was checked, the coach of the losing team admitted that the paper "to put it mildly was unacquainted with the facts."¹³

Deep gloom was cast over the entire college family by the accidental

death of a student, Hobart Niles, on June 5, 1917, by a pitched ball in a game between the College and the Academy. Resolutions of sympathy were sent to the family and a large contingent of students and faculty members attended the funeral at Sedgwick, Kansas.

In March, 1917, Bethel College entertained the State Oratorical Contest and the Kansas College Editors Association. In the spring of 1918 the District Basketball tournament was held at Bethel College. Athletics was threatening to get out of hand in the opinion of the board of directors. As late as November, 1916, the board had expressed its disapproval of athletic games away from home; also of college yells and the wearing of "shorts" at public games; but athletics was nevertheless forging ahead with rapid strides at Bethel College.

2. *Publicity*.—Many changes occurred in the editorship of the College publications, the *Monatsblaetter* and the *Bethel College Monthly*. G. A. Haury, J. H. Langenwalter, J. F. Balzer, H. L. Stump, E. R. Riesen, H. H. Wiebe, E. E. Leisy, J. H. Franzen, and Miss Elva Krehbiel all took turns at the helm of these publications during the decade, much of the time with student help. In the fall of 1916 a student section was introduced in the *Bethel College Monthly* with Paul Erb as student editor selected by the students. In January, 1918, a student paper, *The Bethel Breeze* was started with approval of the faculty. By special arrangement with the *Newton Kansan* and at its initiative, a half page of the Tuesday edition of this daily paper was given over to the Student Council for this purpose. The staff consisted of N. W. Krehbiel, editor-in-chief; Wanda Isaac, Hilda Wedel, Adolf Krehbiel, Alfred Linscheid, and J. A. Spent as assistants. It was published under the auspices of the journalism class. Its name was somewhat indicative of its character and was changed some years later to a less "breezy" title.

A more aggressive advertising policy was also begun early in the decade. In 1912 the board of directors decided to advertise Bethel College in the Mennonite papers and in the *Newton Kansan*. The policy was continued and small sums were appropriated for this purpose from time to time. Several longer trips of the chorus to Mennonite communities, both North and South, also served to draw attention to Bethel College and its work. There, too, was an awakening among alumni and ex-students to the part they could play in the future of Bethel College. In 1916 plans were made for a gathering of Bethel College students at the State Teachers' Association. At a similar later gathering the request was made that the Corporation meetings be held either on a Saturday or during the Thanksgiving vacation, in order to give teachers in the public schools the opportunity to attend these meetings. A Bethel reunion at the General Conference in Reedley, California, in 1917, drew an attendance of approximately 175 former Bethel students. This increasing feeling of solidarity among former Bethelites was a hopeful sign though as related elsewhere it needed wise direction.

The annual Glee Club reunions began in 1919. They had their origin in two numbers sung at the Alumni banquet that year by all members of former glee clubs present on that occasion. For several years they formed a prominent feature of commencement week activities, but interest in them could not be maintained. Glee clubs and at times quartets made trips as far north as Minnesota and as far south as Oklahoma in the interest of Bethel College publicity during these years.

Beginning with 1914 the annual Thanksgiving vacation was done away with for a few years. In its place the faculty entertained the students for the day. The following program may be taken as typical of the observance of the day, variations, of course, being introduced from time to time: Forenoon, religious services; noon, turkey dinner; afternoon, social gathering; evening, athletic games and stunts.

3. *Student Life*.—Of the interclass functions the earliest seems to have been the junior-senior banquet. The first one apparently was given by the juniors of the Academy to the seniors in 1910. The upper College classes at this time were still mostly in the embryonic stage. The "Hobo Convention" was introduced in 1915 as the senior entertainment of the freshman and was continued for a number of years, but finally collapsed under the weight of its own absurdity. The tendency to ape other, and especially secular institutions in their forms of entertainment is a temptation against which a professedly Christian institution must be constantly on guard.

In 1916 the first Bethel College Freshman-Newton High School Seniors social was held in Alumni Hall. Its purpose was to acquaint the high school seniors with Bethel College and the response from the high school was very gratifying. In addition to a banquet the seniors were entertained with a track-meet, featuring such events as, "vocal high jump," "standing broad grin," "obstacle race" and "twenty-inch dash." In 1917 the sophomore class began entertaining the faculty, as its contribution to the social life of the College family, but the practice was discontinued a few years later. Picnics, class socials, and socials sponsored by the Y.M. C. A. and the Y.W.C.A. were other activities carried on in the interests of the social life of the students.

An object lesson in table manners was given the students—and, doubtless, it was needed by some—on the occasion of a picnic in 1918. The group of students gathered in a circle, in the center of which were seated a boy and a girl, who violated every rule of good table manners they could think of while eating, each of course correcting the other. It gave some students opportunity to see themselves as others saw them.

The facilities of the Ladies Dormitory, completed in 1908, included kitchen and dining-room accommodations. Men and women students took their meals separately thereafter. Whatever may have been the effect of the segregation of the sexes at mealtime upon the girls, so far as the

boys were concerned the results were not of the happiest, and in 1917 the two sexes again began taking their meals together. At the dormitory the girls adopted rules of conduct to be observed at the table and imposed fines for the violation of these rules. Each table had a "head," who was held responsible for the conduct at her table. "Heads" were changed every month. To vary the monotony of the mealtime procedure, occasional entertainments were given, consisting of readings, music, daily news, the propounding of puzzles, etc. The fines collected for violation of the rules were used for minor improvements in the dormitory.

Girlish pranks were, of course, not unknown. Thus an unsuspecting girl returning to her room after an evening's absence would find a stranger occupying her place at the study table. "Flabbergasted," at first, she finds on closer inspection that it is only a pillow dressed up in coat, hat, and the rest of a girl's paraphernalia.

Student discipline during these years was entirely in the hands of faculty and board. The trend was, however, decidedly toward giving students more responsibility in the handling of student affairs. There was much discussion among students regarding control of student affairs by the students and in 1915 a spirited debate took place in the College Debating Club on the subject of student self-government.

A step in this direction was taken in 1917 by the organization of the Student Council. Its purpose was to supervise all student activities, forensic as well as athletic. A constitution was drawn up by a committee consisting of J. F. Balzer, A. B. Schmidt, and J. H. Doell, from the faculty, and N. W. Krehbiel, L. J. Horsch, J. A. Spentst, and Joe Becker, from the student body. It provided for a council of eleven members, five representatives from the Academy, one from each of the four College classes and two elected by the College at large. As intimated above it had nothing to do with student conduct or government, nor was it prepared to assume such responsibility. Neither faculty nor constituency would have viewed such a step with favor.

The decade was not without its disciplinary problems. "War hysteria" may have aggravated the tenseness of the situation at the time and made discipline more difficult than usual. Some students were barred from participation in intercollegiate activities because of academic delinquencies, others were placed on parole for "hazing" or other offenses against fellow-students. Some were suspended for a time or deprived of all honors and privileges, class offices, position on college paper, or as waiter in dining hall, etc., depending upon the infraction of the student. Isolated cases must not be taken as representative of the student body of that day. It is lamentable, but a fact, that constituents, forgetting that the student they send to college is the product of a home in their midst and of the religious and educational environments in their home community, are prone to lay the blame for misconduct at the door of the institution,

instead of tracing it back to its real source, and attaching blame where it really belongs.

The Student Council in 1917 issued a student activity ticket, thus assuring a definite income, at least theoretically, and a sound basis for a budget for its activities. Every student being expected to purchase an activity ticket, some hard feelings were aroused by the refusal of some students to buy tickets, even though such refusal was not always a matter of choice with the student. In consultation with the faculty Committee on Athletics the Council in 1918 selected letter awards and a standard sweater for participation in athletic contests. While reasonably successful in other matters, the Council's handling of its financial affairs soon was found to be inefficient. In 1920 the faculty appointed a committee to work out a solution for the financial difficulties of the Council. The committee report was adverse to a suggestion that the price of the student activity ticket be included in the tuition, but it did not suggest a way out of the difficulty and the financial boat kept steadily drifting toward the rocks.

Little organized effort was made to safeguard student health. Repeatedly epidemics or near-epidemics of communicable diseases—measles, scarlet fever, influenza—occurred on the campus. Of these, the influenza epidemic of 1918 was the most serious. It necessitated the closing of school twice during the year and severely handicapped the work of the year. However, the lost time was made up in several ways, and students lost no credit because of it.

The first *Alumni Directory* was edited by the alumni and was published as *Bethel College Bulletin*, Volume II, Number 3, December, 1915. The first yearbook put out by a College class was published in the same year by the class of 1916. In the same year Bethel College joined the newly organized Mathematical Association of America.

In 1915 an Essay and Reading Contest between the preparatory schools of Hoffnungsau, Hillsboro, and Alexanderwohl was held at Bethel College. The purpose was a closer linking up of these schools with Bethel College. The first prize offered was a one-half scholarship at Bethel College, the second a one-fourth scholarship. However, since little concrete benefit to Bethel College resulted, the matter was not continued.

In 1912-1913 the number of girls in attendance exceeded the number of boys 110 to 102. It required twenty years to bring this change in proportion.¹⁴ The corresponding figures for 1893-1894, the first year of Bethel College, were twenty-one girls and seventy-seven boys. Only thirty years earlier the question of admitting girls to college at all was answered affirmatively with much hesitation. The relative increase, however, did not continue long; in 1917 the numbers were again about equal.

C. A Quarter Century of Progress

The year 1917-1918 brought the first quarter century of the activities of Bethel College to a close. Progress had been marked. The goal of the founders to make Bethel College an institution of recognized standing in the field of education had been realized in large measure. Academically it had risen from an institution of no official standing to approval by the State Board of Education and by state universities. The curriculum had grown from a preparatory, or sub-academic, beginning to a four-year college course with a recognized degree. Yet much still remained to be done. The Academy was still the most important part, the backbone as it were, of the institution in the eyes of the constituency.

In fact, judging from the catalogs of that day, this was pretty much the attitude of the College itself. These catalogs point out that the facilities of the College, its library and laboratories, are available to Academy students, that the regular College teachers are also teaching in the Academy and that the contacts between College and Academy students are of real benefit to the latter. While these points may be granted, it is, nevertheless, true that it is difficult to create and maintain a real college atmosphere, where there is a large contingent of other than regular college students, such as academy, music, special, below college rank, the whole forming, as it were, an organic unit.

It must be admitted, too, that at this time the Academy was still serving a much wider field among the constituency than did the College; and that while appreciation of the value of an education had risen from the elementary to the secondary level among the constituency, higher education still had to demonstrate its worth and its importance to the minds of many of the constituents. Considered from this point of view the attitude stated above is not only understandable but perhaps justifiable. However, the future was to belong to the College, not to the Academy.

The faculty had grown in number from five to twenty-five, though not all of these were on full-time employment. It had evolved from a small loosely organized group into a closely-knit and well-organized body that could work promptly and effectively. The attendance had risen from 98 in 1893-1894 to 250 in 1917-1918, counting only registered students. The number of college students was 112 at the close of the period. The number of College graduates with a degree for the seven years from 1912 to 1918 inclusive was 50.

Progress had been marked also along other lines. The library, which began with a few hundred volumes, many of them more venerable than useful, had grown to nearly 6,000 volumes, carefully selected, properly classified and catalogued, and covering all the principal fields of instruction. It was in charge of a trained librarian, its quarters had been greatly enlarged, a reading room had been added, and the number of periodicals

had been greatly increased. The library was playing an increasingly important part in the intellectual life of the students.

The laboratories were nonexistent at first. Gradually in the course of the years, rooms had been set aside for laboratory use. Although changed many times and still handicapped by lack of adequate room and equipment, laboratories equipped with gas, electricity, and running water and drainage had been provided for biology, chemistry, and physics. The facilities, while in some respects still rather primitive, were generally speaking, reasonably satisfactory for the work that was being offered. *Lack of room* was one of the great difficulties in laboratory as well as in classroom instruction at this time.

Financially, too, the institution had made progress, though still suffering acutely from frequently recurring deficits. The deficit at the end of the period was \$8,096.47.¹⁵ The endowment fund had risen from \$68,191.00 in 1893 to \$111,796.77 at the end of the twenty-five year period; and the total value of plant and equipment from \$29,459.80.¹⁶ to \$175,275.50¹⁷ during the same period.

The relation of Bethel College to sister institutions in the state had also undergone great changes. In its early years it had had few or no contacts with such institutions. It was now competing with them in various activities, such as forensic and athletic on an equal footing.

Its field of service, too, was gradually expanding beyond the bounds of Mennonite communities. Bethel College graduates were teaching in public high schools, in Indian government schools, and one had even found his field of service in the schools of the Hawaiian Islands. At the same time it was rendering greater and more effective service to these communities. More and more teachers in public and parochial schools were being supplied to Mennonite congregations, and the congregations had come to look more and more to Bethel College to supply their needs in the various fields of religious activity.

A comparison of the first catalog of Bethel College 1893-1894 with the 1917-1918 catalog also throws an interesting and significant light upon this subject. The first catalog was a small pamphlet of sixteen pages; approximately three of these pages, or 20 per cent, were in the English language; the remainder, or 80 per cent was in German. The 1917-1918 catalog, a sizable 115-page volume of the same format, had only twenty pages, a little over 17 per cent, printed in the German. It was the last catalog to be printed in a German-English edition, all subsequent catalogs being published exclusively in the English language. The significance of this fact will not be lost on the reader.

The senior classes that year put on a historical pageant in which they portrayed briefly the history of the school. After the pageant G. A. Haury was honored by several appreciative talks by members of the faculty and the board in recognition of his twenty-five years of service at Bethel

College. The subject of the Alma Mater meeting that year was: "Keep the Home Fires Burning," the slogan of World War I.

The custom of having the seniors appear in chapel in cap and gown one day each week toward the end of the school year was begun in 1919.

1. *President Kliever Resigns.*—In reviewing the history of the first Kliever administration its apparently unhappy ending must not be allowed to blind us to its real accomplishments. Much progress was made during the decade. The most important achievements were the introduction of a standard four-year liberal arts college course and state accreditation. Suffice it to say here that Bethel College could not otherwise have rendered the service to the constituency and to the wider circles that it is now rendering. Another important step was closer cooperation with several of the Mennonite Conferences. Internally, too, there had been marked changes in a forward direction. The faculty had been strengthened, library and laboratory facilities had been improved, and Bethel College had acquired additional prestige among its sister institutions in the state and beyond.

True, the attitude of the constituency toward the institution left much to be desired. The finances were going in reverse, generally speaking, and morale, both within and without the institution, needed bolstering. Greater mutual confidence was needed on all sides, faculty, students and constituency. However, not all of this was the fault of the administration. Conflicting educational ideologies, conservative attitudes on the one hand and progressive ideas on the other, both perhaps inclined toward the "ultra" type of thinking, and the generally disturbed economic conditions in connection with the First World War, made the position of the administration an exceedingly difficult one. Perhaps there was too much hesitancy by the administration to take the constituency into its confidence in matters pertaining to the internal affairs of the College, too great unwillingness to share information and so have the situation cleared up once for all; too much uncertainty as to the direction in which Bethel College was tending. This reticence gave rise to suspicion; and suspicion, here as elsewhere, is like a slowly acting poison that can be just as deadly as the most virulent form. Mistakes can be corrected, false steps may be retraced once they are realized; but suspicion may, like the hidden cancer, gnaw away at the vitals with deadly effect until too late for a cure.

The resignation of President Kliever in 1919 was doubtless due in part to the unpleasant situation thus created. True, the Mission Board of which he was president at the time had asked him to visit the mission fields in India and China, but a temporary leave-of-absence from his duties as president would have served that purpose. The storm waves that had been set in motion were slow to subside. Early in 1919 the board of directors had appointed a committee to examine certain books

in the College library which had been attacked as unsound or dangerous at a recent meeting of the Mennonite Ministers' Conference, and the atmosphere in general was still quite highly charged. Accordingly, President Kliever again submitted his resignation, which was accepted; but he agreed to continue in office until a successor could be found.¹⁸

It was quite evident the confidence of the constituency in the institution had received a severe shock. This was not due to a lack of confidence in President Kliever's personal religious views and beliefs, but rather because he was thought by many to be too tolerant toward widely divergent views in the religious field. Bethel College had been on the defensive during most of his administration, and this was not a healthy situation. Everything considered, however, the first administration of President Kliever is entitled to much credit for the progress it made under the adverse conditions with which it had to contend much of the time although allowance should be made for honest differences of opinion regarding the wisdom of some of the policies pursued.¹⁹

"Repeatedly in my work, whether in the church, in missionary work, or in my school work, I have been asked whether I am a fundamentalist or a modernist. I have usually disappointed people by telling them that I refuse to be called either. I recall the word 'modernist' is of Catholic origin Of course, we realize that this anti-modernist movement in the Catholic Church forbade a good many things that we, as Mennonites, especially stressed and recommended; so therein lies my reason for refusing to fight modernism with weapons similar to the weapons of the Catholic Church. But I also refuse to be called a fundamentalist because that term implies opposition to modernism in a way I could not support I share the fundamental attitude of the Mennonite Church, but I refuse to be called by the name, modernist. It seems to me that above all others, Mennonites should remain true to their insistence upon freedom of conscience and personal conviction as being the basis for one's religious faith and attitudes and not the dictum of any special group or church."

—J. W. Kliever, *Memoirs*, pp. 63-64.

CHAPTER XIII

THE ADMINISTRATION OF JOHN E. HARTZLER

(1920-1921)

With the resignation of President Kliever, the Bethel College board of directors once again had to face one of the weightiest problems that can confront the governing body of an educational institution. This time the problem was doubly difficult. The swells of the storm of the preceding years were still ruffling the surface. A partly alienated constituency needed to be won; a depleted treasury must be replenished, and a somewhat shattered morale among students and faculty needed to be rebuilt. Discontinuance of interurban service between the city and the College, a poor harvest, high wages which attracted young people to other types of work, and hostile propaganda in some quarters were other difficulties that had to be met. It was not an easy task that would confront a new administration. Fortunately, the board of directors was deeply conscious of the gravity of the situation and quite unanimous in their appraisal of it.

The board gave the first call to fill the vacancy to J. H. Langenwalter.¹ He had accepted the office of dean of the Bible department the previous year and was thus familiar with conditions at Bethel College. During his six years of absence he had been granted the honorary degree of Doctor of Divinity and had also acquired valuable teaching- and administrative experience. However, he declined the presidency, preferring to retain the deanship. The board then issued a call to J. E. Hartzler, an experienced teacher and college administrator.² Hartzler threw down a challenge to the board by replying that he "did not see his way clear to accept the presidency of Bethel College because he has no definite assurance of a forward move at Bethel."³ The board took up the challenge in the following resolution:

In accordance with resolutions already passed it is the sense of the Board in session that a forward move shall be made in Bethel this year. At least one building shall be erected this year as soon as the funds are available, a field secretary shall be employed, and the Board pledges itself to back up the President as much as possible in carrying out a constructive program.⁴

The adoption of this resolution having the desired effect, Hartzler accepted the presidency, taking over the office on June 4, 1920.⁵ The new president-elect began active planning for the future at once with

both word and pen. His whole administration, while very short, was characterized by vigor and action. He had in no way been involved in the controversy of the preceding years, being a newcomer at Bethel College in 1918, and so could the better keep his balance. He was, of



JOHN E. HARTZLER, PRESIDENT, 1920-21

course, aware of the fact that his every word and his every step would be closely watched, especially by the chronic objectors. Nevertheless, he unhesitatingly went ahead with definite plans and proposals.

A. A Tentative Five-Year Program

In an article in the *Bethel College Monthly*⁶ the president-elect enumerates four essentials as fundamental to the success of a college: (1) A worthy cause which the institution serves; (2) sympathetic cooperation by the board, the constituency, the community, etc.; (3) constructive criticism; (4) adequate finances. He urges a forward movement, a "strong pull, a long pull, and a pull altogether" to insure success. In a later issue of the College paper, he proposes a threefold program: (1) Additional buildings, including a science hall, a men's dormitory, an annex to the Ladies' Dormitory, a central heating plant, and a sewer system; (2) an increase in the endowment fund to \$500,000, making the combined cost of the building program and the increase in the endowment the total of \$525,000; (3) higher educational standards, which involved a more highly trained faculty, a strengthening of the spiritual life of the students, the creating of a strong religious atmosphere, and improvement of extracurricular activities.⁷

Such was the program submitted to the board and the constituency by the president-elect. Doubtless, all the points were well taken, but the program running as it did into the hundreds of thousands of dollars must certainly have appeared stupendous, perhaps impossible to a constituency which was used to carefully counting its pennies and dimes. No definite time limit was set for the completion of the program, but five years was suggested. The plans included a topographic survey of the campus and the landscaping of the College grounds.

There seems to have been but little justification for such an apparently optimistic outlook for the future, and the action of the board is difficult to understand. Did the board believe that the storm of the years just preceding had cleared the atmosphere sufficiently, so that now an era of fair weather could reasonably be expected? Certainly the experiences of the immediate past gave but little encouragement to any such hopes. Or was it a feeling of sheer desperation that something *must* be done under the circumstances, and that some bold constructive steps would be the best means of bringing together a constituency rather badly disconcerted? Or was it perhaps the prospect of a new administration that could work miracles and arouse a spirit of confidence and sacrifice where there had been mistrust and a shrinkage of the sources of support that aroused the board to renewed efforts?

The most urgently needed, but also the most remotely possible, was the suggested building program. A science building having in effect been made a condition by the State Board of Education for remaining on the state accredited list, the College board went ahead and had architect's plans—blueprints—made for both a science building and a men's dormitory. Perhaps they felt that such a concrete project would serve as a rallying point for the friends of the institution, as well as for many who

were still hesitant in their support of the College. Then, of course, the phrase in the resolution of the board, "as soon as funds are available," definitely safeguarded it from being forced into any overhasty action.

The employment of a field secretary and the support of a constructive program were commendable steps taken by the board, provided efforts in these directions were properly directed and wisely executed. There was a feeling in the constituency, justified perhaps in some measure, that the only time Bethel College made contacts with the congregations was when it needed money. Perhaps Bethel College was a little too prone to consider its responsibilities to the congregations met when it supplied their young people with the opportunities of a higher education, and the congregations with teachers and religious workers. At any rate there were opportunities for a "field secretary" and for a "constructive program," which if properly utilized, could mean much for the future of Bethel College. If the new program would mean merely stronger financial efforts on behalf of Bethel College, it could prove a great disappointment.

Doubtless, the board itself had misgivings regarding the success of the program. It accordingly proceeded cautiously, weighing every step it took with the greatest care. To determine sentiment toward the suggested program among the constituency, it decided that "to place President Hartzler's program before the leaders of our churches we invite the pastors, deacons and Sunday school superintendents to an informal meeting at Bethel College on June 16, 1920, at 10:00 a.m."⁸ The official call in the *Bundesbote* included the trustees of the churches also and specifically mentioned the Western District Conference. The meeting was held on the designated date with about seventy-five persons present. After much frank and open discussion, it adopted the following resolution: "That each one of us present by a standing vote, promises the directors and the President to assist by prayer and advice and deed in the carrying out of the plan and to speak at home and in the church for the same."⁹

Since the program was to go into effect only if approved by the Western District Conference and the Bethel College Corporation, it was submitted to this Conference in November, 1920. The Conference adopted a resolution to the effect that the suggested \$525,000 be collected in five years as a building and endowment fund for Bethel College.¹⁰ It appointed a finance committee to cooperate with the finance committee of the board and cast about for a field secretary. The joint committee made plans for solicitation in the churches in Kansas, Nebraska, and Oklahoma. The advisability of such procedures was, however, questioned by some in view of the famine among the brethren in Russia which was calling for large sums of money from the churches in America for relief.

In the meantime the financial situation at Bethel College was becoming more and more grave. In February, 1921, the board decided that the

whole building and endowment program be "postponed for a year or until times become more normal, and to devote our efforts toward collecting funds to cover the existing deficit and to meet the expenses of the present and ensuing year."¹¹ A deficit of over \$7,000 having already accumulated from previous years, the indications were that this would be more than doubled by the end of the current year. The board of directors decided to request a special session of the Western District Conference for the forenoon of March 22, 1921, to be followed by a special meeting of the Bethel College Corporation in the afternoon. "The situation is so serious that we must decide whether and in how far thorough-going changes must be undertaken to decrease expenses."¹²

The board had instructed the teachers committee "to ascertain definitely the figures at which each teacher can be employed for the next year and that the finance committee revise the budget accordingly."¹³ At the special session of the Conference the budget drawn up for the following year by the finance committee and the teachers committee of the board was considered; but most of the time of the Conference was taken up with a consideration of the religious situation at Bethel College. There was still much suspicion abroad that Bethel College was definitely committed to the "Modern Theology." Accusations against President Hartzler and the refusal of some Bethel College teachers to commit themselves definitely to the twelve doctrinal points set up by the board were regarded as among the principal causes of the diminishing support of Bethel College by the constituency. The discussion clarified many points, since it showed that much of the suspicion was due to incomplete or wrong information. The Conference adopted the following resolution:

In view of the fact that many of our students upon completion of our own schools continue their education at other schools, BE IT RESOLVED: That this Conference create a committee of three, which with a committee of the Board of Directors prepare a list of higher theological schools which can be recommended for attendance by our students.¹⁴

H. R. Voth, Franz Albrecht, and P. H. Unruh were elected to this committee. Both the Conference and the Corporation then approved the budget estimate submitted by the board, the Conference by a vote of 819 to 364 only after a motion rejecting the budget estimate had been voted down.¹⁵

The city of Newton was appealed to for aid in the emergency and the Chamber of Commerce agreed to conduct a campaign for \$5,000 to be completed before the end of the school year. The plans for a science hall and a men's dormitory had been accepted by the board of directors with the proviso that "This action does not mean that erection of a science hall and men's dormitory is not to proceed without further resolution. It is merely an acceptance of the plan."¹⁶ Solicitation of funds was,

however, begun, President Hartzler making visits to the Pacific Coast and the northern states, especially in the interests of the building program.

However it was not until five years later that it began to assume concrete form and then only in part, in the form of the present Science Hall. Other parts of the plan—a central heating plant and a sewer system—were also destined to be realized but not until some years later. The plan for a men's dormitory remained dormant. In a case of many needs, as at Bethel College, there is, of course, room for difference of opinion as to which should take precedence. The suggested building program seems to have received some encouragement from a hope expressed by some that the city of Newton would contribute \$150,000 for a building for Bethel College; but such hope was based on a very slender foundation, indeed.

The Newton *Evening Kansan-Republican* was an enthusiastic supporter of the new administration and its program. It suggested "holding a few Bethel College days for the purpose of acquainting the people more intimately with what is afforded here in the way of college advantages."¹⁷ It offered its columns to the College to acquaint people with the institution. It congratulated the Bethel College board on its forward-looking stand, "even as the founders of the institution looked toward and built for the future."¹⁸

B. Other Events of the Administration

The impetus given Bethel College by the Hartzler program was, doubtless, of benefit to the institution. Considerable sums (mostly in pledges) had been collected, the atmosphere had been somewhat clarified, and the minds of the constituency diverted, in a degree at least, from an attitude of fault-finding and carping criticism into more constructive lines and more faithful channels. It is also evident, however, that expenses were incurred for which the College has not yet received, and possibly never will receive, adequate returns. The topographic survey and landscaping plans for the campus, previously referred to, cost the institution a large sum of money. They were quite complete, providing for additional academic buildings, dormitories, an auditorium, athletic fields, etc., but these plans proved impractical for such building as has been done since, and so were discarded.¹⁹

The cost of the plans for the men's dormitory, which now have lain dormant for twenty-five years ran well up into four figures. In view of the dire need of that time it is difficult to justify the expenditure of considerable sums, any returns from which must lie in a distant and uncertain future. The board found it necessary to sell liberty and victory bonds to meet the cost of these plans.²⁰ Perhaps such situations are unavoidable in the case of changes in administration.

President Hartzler and the board of directors were making strenuous

efforts to achieve at least a part of the extensive program adopted. A call was extended to Reverend M. Horsch, of California, to become field secretary of Bethel College.²¹ The call was finally refused. The board appointed a committee consisting of President Hartzler, R. A. Goerz, and R. S. Haury to confer with Newton businessmen in regard to the proposed building program.²² Apparently the committee did its work well. The board of directors of the Newton Chamber of Commerce adopted the following resolution December 15, 1920: Resolved,

That it is the sense of this body that we conduct a financial campaign contingent upon the success of the general campaign for \$525,000, for the purpose of raising sufficient money among the citizens of Newton and vicinity to erect a building for Bethel College to be known as Newton Science Hall, which building will cost approximately \$150,000.²³

In addition, the General Education Board and the Carnegie Corporation were approached with a view to interesting them in the new program of expansion for Bethel College, but without success. To explain the need, more especially of a science hall, to the constituency, P. J. Wedel



GOERZ HALL, 1921

was asked to visit the congregations with the view of interesting them in this particular project, and solicitation for the proposed new Science Hall was to be one of the principal tasks of the field secretary. Early in 1921 the Bethel College congregation agreed to pay \$100 annual rent for the use of the chapel. The alumni, too, came to the rescue at this time by subscribing over \$1,300 for Bethel College,²⁴ but these sums were mere drops in the bucket.

Some relief came to a badly-congested rooming situation on the campus by the acquisition of the Goerz property in 1921. This consisted of Goerz Hall and five acres of land. The property was valued at \$15,500, of which

R. A. Goerz donated \$5,000 to Bethel College; an annuity of \$3,000 by Mrs. D. Goerz also formed a part of the purchase price. Much sentiment was attached to the acquisition, as Goerz Hall had been the home of D. Goerz, whose vital part in the founding of Bethel College will be remembered. The new acquisition was intended as a faculty residence and a men's dormitory, but it has more often housed women than men students.

It was to be expected that the restoration of even comparative tranquility within the institution after the upheaval of the preceding years would require time. Faculty changes had been numerous. New members joining the staff with the accession of President Hartzler were: J. F. Moyer, A.M., professor of Biblical literature; O. B. Gerig, A.B., professor of history; J. C. Sloan, A.B., professor of philosophy and education; Marie S. Wollman, A.M., instructor in German and dean of women; Margaret Detweiler, A.B., domestic science and art; Mary E. Hooley, A.B., instructor in English; L. J. Tiahrt, A.B., assistant in science and mathematics, and P. H. Richert, instructor in the Bible School Division. The close of the school year also saw a number of resignations, though none of these may be traced back to President Hartzler's resignation. Gerig, Sloan, Miss Wollman, Miss Detweiler, Tiahrt, and Richert all severed their connection with Bethel College at this time for various and sundry reasons.

Halfhearted efforts at closer cooperation between the College board and the alumni were also in evidence during this time. There seems, however, to have been an unspoken but nevertheless quite definite opposition to giving alumni even advisory representation on the board of directors. Fortunately time has remedied this situation.

In 1920 the question of transportation between the College and the city again emerged into the foreground. The Interurban Railway had discontinued this service, as it did not prove a paying proposition for the company. Two offers of used cars for transportation, the one by W. J. Rich in 1920, the other by Julius Decker in 1921, were accepted by the board in exchange for memberships in the Corporation. It was not found possible to establish satisfactory service between the city and the College by this method. The transportation problem remained, emerging in various forms from time to time. Of course, the advent of the automobile has contributed materially to the solution of the problem.

Extracurricular activities continued to play a prominent part in student life. Under the efficient coaching of Professor Gerig, Bethel College won second place in debate in the league. The letter club was organized early in 1920 and the home economics club in the fall of the same year. Interclass girls' basketball was introduced the same year. The boys took part in intercollegiate meets in basketball, track, and tennis with good results. Extracurricular activities were in fact beginning to assume proportions that threatened the best success in academic work.

To check this tendency and to bring about a better distribution of extracurricular honors and responsibilities a special faculty committee was appointed which in collaboration with the Student Council set up a point system which was adopted by the faculty in March, 1921. The system assigned a point value to each extracurricular activity and the number of extracurricular points allowed a student was related to his academic load. It also included definite eligibility rules for participation in representative outside activities—choirs, athletics, etc.,—which hitherto had been handled rather haphazardly. The system remained in force until 1927-1928 when it was revised. Awards to winners of forensic contests had been given in the form of cash prizes by the Student Council hitherto; on recommendation of the faculty they were changed to the form of insignia at this time.

On the academic side credit toward a degree was allowed for applied music for the first time in the fall of 1920. The action was, however, not made retroactive. There had been but little check on this type of work previously, and the amount of credit allowed was quite limited at first. During the year, also, degree-requirements were clarified and made more rigid. Several students were denied their diplomas because of academic delinquency and the diploma of one student was withheld on grounds of character.

Departments were placed on a somewhat sounder financial basis by requiring heads of departments to submit budget estimates. Ten per cent of the tuition income was set aside for library and laboratory purposes; but this rule remained in effect for a short time only. Efforts toward closer correlation between certain high school courses, such as beginning foreign languages and natural sciences, which are also offered in college for credit, were made at this time with a view to preventing unnecessary repetition and duplication of credit, but with partial success only.

A marked change in the point of view of social proprieties since the opening days of Bethel College is shown in the action of the faculty in permitting boys to attend classes in overalls.²⁵ While it was in a measure a concession to the difficult financial situation of the time, it nevertheless shows a change of emphasis in some respects that reveals a significant change of viewpoint from the early days of Bethel College. In returning from their 1920 Christmas vacation, the girls found a phonograph in the reception room of the dormitory, a welcome gift of Dr. Elizabeth Isaac, of Moundridge, Kansas.

A visit by a committee from the University of Kansas was returned on invitation by a committee from Bethel College in January, 1921, consisting of President Hartzler, G. A. Haury, D. H. Richert, and P. J. Wedel. These visits contributed materially to a better understanding between the two institutions.

In March, 1921, the last of the three men who bore the brunt of the early struggles of Bethel College, J. J. Krehbiel, passed on. For twenty years he had been president of the Bethel College board of directors, and after his retirement from the board still assisted it with his counsel and interest. One of the last tokens of the goodwill of Mr. and Mrs. Krehbiel toward Bethel College was the donation of new hymnals, the "School Hymnal," for use in the chapel services.²⁶ Bethel College has had but few friends with as much poise as Mr. Krehbiel. A man of high ideals and fine attainments, he constantly sought to maintain the proper balance between the practical and the ideal.

The second *Students Handbook* was published in 1920, ten years after the publication of the first one. Annuals were published in 1920 and 1921. The *Graymaroon* of 1921 featured the new building program, but especially the proposed new Science Hall. On May 11, 1921, the College literary societies put on an elaborate program entitled "Inauguration Day at the Capital." President Wilson, President-elect Harding, cabinet members and ladies were impersonated by the students. Presenting a senator's credentials, a senate debate, eulogies of retiring senators, signing of bills by the president, presentation of a silver vase to Vice-President Marshall, the inauguration proper, and farewells to Wilson at the White House by ambassadors and friends were staged with good effect. The whole performance was preceded by a pantomime which showed the great changes the war had brought upon President Wilson and his cabinet.²⁷

About this time, too, appeared a highly appreciative article about Bethel College by Dr. J. R. Caffyn, pastor of the First Methodist Church of Newton, in which he dwells upon the value of the institution to the community: it increases the quantity and improves the quality of business; it affords the only opportunity many young people have for an education; it brings a sense of honesty to business and professional life that is of the greatest value.²⁸ Much other favorable publicity was given Bethel College by the Newton daily paper at this time.

An incident out of the ordinary was the trip three Bethel College students, Roland v. d. Smissen, Paul Haury, and P. C. Andres, made to Germany in November, 1920. They were members of a party that took care of about 750 head of cattle that were being shipped to Germany to be distributed among Mennonite farmers there. It was a part of the relief efforts of Mennonites in America on behalf of their brethren in Germany. The boys' expenses were paid both ways, and during a two weeks' stay in Germany they were considered guests of the German government and were taken on a trip through the country to observe conditions there at first hand.²⁹

Founders' Day, October 12, 1920, formed a bright spot in what was in some respects rather a somber picture. A program in the afternoon, an entertainment by the Newton Rotary Club of the Bethel College faculty

and the Newton city teachers in the Bethel College dining hall, and an evening program at which Chancellor Lindley, of the University of Kansas, was the main speaker, comprised the day's observance.

C. Resignation of President Hartzler

Into this picture, almost like a stroke of lightning out of a clear sky, came the resignation of President Hartzler in March, 1921. The day after his re-election to the presidency of Bethel College he was elected President and professor of Bible and systematic theology at the re-organized Witmarsum Theological Seminary at Bluffton, Ohio. President Hartzler's decision to make the change rested, to use his own words, on the

sole basis of where I can best invest my talent and most effectually serve God and the cause of His Kingdom. I must decide between a local institution with local problems and one of more than local and with nation-wide problems. I must decide between a local college and a graduate school which will serve the graduates of many colleges and in turn serve the entire Mennonite Church of America.³⁰

However cogent these reasons may appear, the fact remains that the resignation was a distinct shock to the institution. President Hartzler had persuaded the board to accept an ambitious program, had interested the churches in it, had traveled in its interests in a number of states, and the board had depended upon him to assume direction of the campaign and to carry a good share of the burden only to find itself now without his counsel and directive. The decision of the board to postpone the building program for one year, and the lack of unanimity in the constituency, doubtless, were contributory causes to President Hartzler's decision to resign. There, too, was still so much opposition rampant that the board of directors found it advisable to appoint a committee to make a public reply to the many criticisms offered. The committee was composed of P. H. Richert, C. J. Goering, B. W. Harder, and J. M. Suderman, but the record is incomplete regarding its work.

CHAPTER XIV

THE SECOND ADMINISTRATION OF JACOB H. LANGENWALTER

(1921-1924)

In casting about for a successor to President Hartzler, the board's first choice fell upon Dr. J. H. Langenwalter, a member of the Bethel College faculty and dean of its Bible department. Perhaps the choice was the more natural since Dr. Langenwalter had served as acting president of Bethel for the year immediately following the death of President C. H. Wedel. The call was issued by the board and was accepted by Dr. Langenwalter under date of May 11, 1921, in the following words:

Trusting in God for wisdom, strength and guidance, in the friends of Bethel for upright cooperation and expecting to put forth my best efforts in consecrated hard work, I accept the presidency of Bethel College as per your recent call.¹

Dr. Langenwalter was well qualified for this position, both by training and by experience. He had grown up in the community and was widely and favorably known. His education included attendance at Bethel College, German-Wallace College, Oberlin Theological Seminary, Harvard University, and Hartford Theological Seminary. He held a B.D. degree from Oberlin, an S.T.M. from Hartford and in 1917 Baldwin Wallace College had conferred an honorary Doctor of Divinity upon him. His teaching experience included rural schools, Bethel College, and the Menonite Seminary at Bluffton, Ohio. He also had several years' experience in the pastorate and was a firm believer in Christian education.

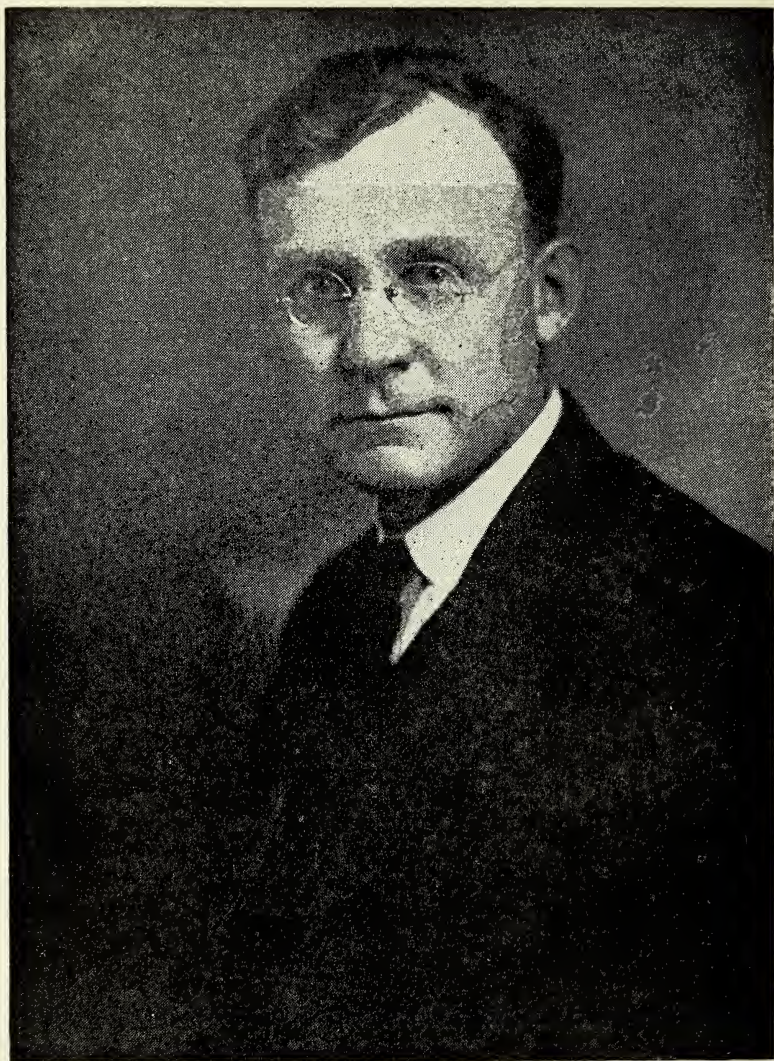
The *Bethel College Breeze* spoke of the newly elected president in glowing terms as follows:

Other presidents we have respected, admired, almost worshipped in their turn, but him we love. To him we are all individuals, not just units in a larger group.²

Immediately on his acceptance, the new president-elect sent out letters to alumni and ex-students, asking their opinion regarding the future of Bethel College. The replies received, in so far as they have been available, were heartening. The plan of interesting the alumni of Bethel College in the institution at the very beginning of his administration was a splendidly conceived idea of the new president.

The new president was also perfectly aware that the path upon which he had entered would not be strewn with roses. A debt of nearly \$8,000

hung over the institution. There had been a recurrence of the religious storm, though in less severity, during the Hartzler administration, and its waves were still ruffling the surface here and there. The faculty



JACOB H. LANGENWALTER, PRESIDENT, 1910-11; 1921-24

kaleidoscope was making another turn and a much-changed picture of the faculty resulted with the change of administration.

By and large, the constituency was beginning to regain its confidence in the institution and perhaps becoming more willing to give it support

because of the severe and often unjustified attacks made upon it. This and the advantages of a wide personal acquaintance with the constituency were no mean asset to the new president.

A. Faculty and Curriculum

1. *The Teaching Staff.*—The new administration found the faculty picture greatly changed. In addition to President Hartzler, Miss Ligo, Miss Wollman, Messrs. Gerig, Sloan, Brauer, Tiahrt, and Richert, and Mrs. Tieszen and Miss Detweiler resigned. The reasons underlying these changes were many and in general similar to those of earlier changes in the staff.

The vacancy created in the Bible department by the elevation of Dr. Langenwalter to the presidency was not easily filled. J. M. Suderman, J. A. Huffman, and P. R. Schroeder were approached, successively. None of them was inclined to accept the call. However, J. M. Suderman was finally prevailed upon to accept the position. In addition to the position of professor of Bible and literature, he was also made dean of men. He had been a student at Bethel College, at the Pacific Theological Seminary, at the University of California, and at the Rochester Theological Seminary. He had served seven years in the pastorate. However, he held no academic degree and so was granted the Th.B. degree by Bethel College in 1921.

Other new instructors were: J. R. Thierstein, Ph.D., education and German literature; P. E. Frantz, A.B., B.D., (first semester) and J. D. Schmidt, A.B., (second semester), history and philosophy; J. E. Linscheid, A.B., English; Elizabeth Linscheid, A.B., German and dean of women; Hazel McAllister, A.B., French and Spanish and physical director for women; Gordon Bixel, A.B., assistant in science and mathematics and physical director for men; Mrs. Ola Raymond, home economics; Elizabeth Penner, drawing; Mrs. J. E. Linscheid, bookkeeping. J. H. Doell resumed his work at Bethel College after a two-year leave; and J. F. Moyer was made acting dean of the College. J. J. Siemens was elected as field representative the same year, the first one to fill this position at Bethel College. There were many resignations at the end of 1921-1922 again causing quite extensive changes in the faculty. D. E. Harder, A.B., B.D., was called as professor of philosophy and religion; C. Henry Smith, Ph.D., visiting professor of history; Carol Knostman, B.S., instructor in home economics; Irma Haury, A.B., instructor in normal training; J. O. Kesselring, instructor in voice and director of chorus; Dean Sands, instructor in violin; G. A. Haury, Jr., A.B., assistant in Academy English, and physical director for men; E. B. Wedel, A.B., assistant in science and mathematics. But few changes were made for the year 1923-1924. J. F. Moyer was made professor of history. W. H. Hohmann, B.Mus., was called as head of the music department

and instructor in piano, organ, theory of music, and director of chorus.³ L. L. Redmond, A.B., as professor of social science, and Henry Riesen was elected field secretary in place of J. J. Siemens, who had resigned.

That an occasional misfit would be found among the faculty as a result of so many changes need not be surprising. In 1923, one faculty member was dismissed because of inability or unwillingness to cooperate with other members of the faculty and for disregard of Bethel College standards and ideals. Another member was called before the board to answer charges of conduct unbecoming a faculty member. He severed his connection with Bethel College at the end of the year.

2. *Academic Changes.*—The Bethel College curriculum had at this time become pretty thoroughly crystallized along lines regarded as standard by educational authorities of that day. It followed, in general, the curricula of similar institutions in the state with such modifications as seemed advisable in the light of the special aims and purposes of the institution. A few changes were made in the curriculum during these years.

In 1921 a limited amount of credit was given for practical debating. In 1923 the departments of music and home economics, heretofore listed as special, were incorporated in the regular curriculum and their work given the same status as the rest of the curriculum, i.e., credits were thereafter accepted as meeting group requirements for the degree. The department of music was strengthened by the acceptance of violin for credit, and in 1924 a course in public school music was added on the recommendation of Professor Hohmann. In 1924 the normal training department was discontinued in the Academy. Teacher training was thus shifted to the College and given a new emphasis by increasing the offerings in the field of education and teacher training.

An effort to relieve excessive faculty loads was made in the same year by setting up standards under which student tutors could be employed. English tests given to all freshmen entering College were introduced the same year in cooperation with the Kansas Association of English teachers.

The degree Bachelor of Theology (Th.B.) was first introduced in 1922. The requirements regarding quantity and quality of work, residence, etc., were the same as for the A.B. degree, but with the emphasis on Biblical and religious subjects. At the same time provision was made for the simultaneous granting of both degrees to students who had completed one additional semester of resident study, i.e., who had earned a total of 135 semester hours. A double major was also made a prerequisite for the simultaneous granting of the two degrees.

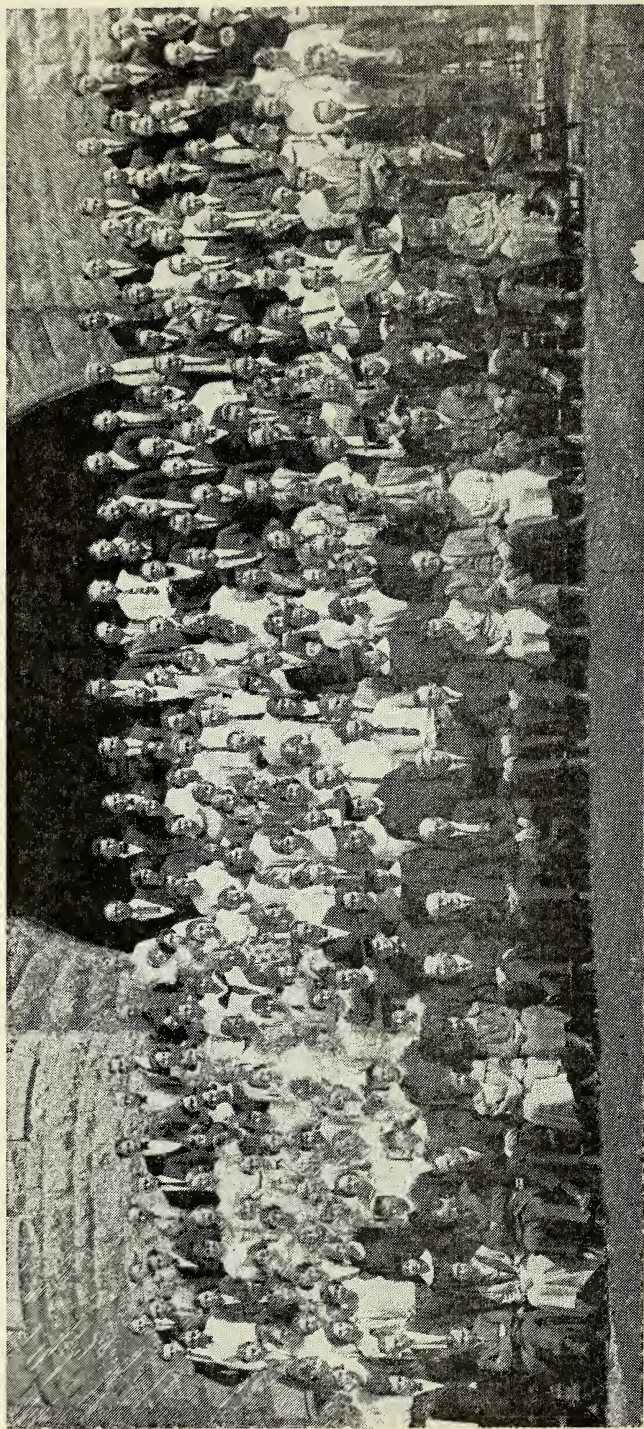
The first honorary degrees were granted by Bethel College in 1923. The recipients of these honors were Professor G. A. Haury, Sr., and missionaries P. A. Penner and Rodolphe Petter. G. A. Haury was granted

the Master of Arts for his thirty years of faithful and efficient service in the field of education; P. A. Penner was granted the Bachelor of Theology for his outstanding work among the lepers of India; and R. Petter, missionary to the American Indians, was given the same degree for his work in developing the Cheyenne language.⁴

In 1921 an effort was made to introduce extension work among the constituency. It was to take the form of popular addresses by faculty members on topics connected with their work in the institution. A committee consisting of the dean of the College, the registrar, and the dean of men was put in charge. Circulars containing lists of addresses available were sent out to the constituency, but the plan failed to win much favor and was discontinued a few years later. Another effort to increase opportunities for service to the constituency was made in the same year by the introduction of evening classes, but here also only limited success was attained and the plan was dropped after a few years' trial.

3. *The Religious Life.*—Religious interest was maintained at a high level. A series of inspirational meetings to be held near the beginning of the school year under the supervision of the faculty committee on religious interests and the chairman of the board of directors was provided for in 1921.⁵ At this time also the board turned all Sunday morning services over to the Bethel College Church instead of sharing the responsibility half-and-half as heretofore. The membership of the Student Volunteer Band was reported as numbering thirty, fully one-half of them planning to enter the mission field.⁶ The Western District Conference in 1921 renewed its request that members of the Bethel College Faculty openly declare their attitude toward the articles of faith which the Conference had adopted at its 1919 session. Its position was: "A Church College is maintained to further the interests of the denomination supporting it. Its teachers should, therefore, be ready to declare their adherence to the principles for which the denomination stands."⁷

Complaints by the constituency that Bethel College was not offering sufficient work in Bible or that requirements in Bible were not sufficiently stringent were forever recurring at the annual meetings. Such complaints, too often, were due to ignorance or lack of understanding of the actual situation. Thus, in 1921, of 22 hours of Bible offered in the Academy, only 14 had enrollments, and of 23 hours announced in the College, only 20 hours had any enrollments.⁸ This certainly would not imply that Bethel College was not meeting student demand in this field. Another factor frequently overlooked or not understood was that only a limited amount of credit in Bible was permitted by the state on requirements for the degree or for a state certificate to teach. This, of course, meant that any Bible taken in excess of the amount approved must be counterbalanced by an equivalent amount of work in other fields. This could easily mean spending additional time upon requirements for graduation or certifica-



FACULTY AND STUDENTS, 1923-24

Front row: D. H. Richert, Carol Knostman, J. F. Moyer, G. A. Haury, Jr., Hazel McAllister, Mary Hooley, J. R. Thierstein, G. A. Haury, Sr., P. J. Wedel, D. E. Harder, J. H. Langenwalter, Elizabeth Linscheid, J. H. Doell, Helene Riessen, E. B. Wedel, L. L. Redmond, W. H. Hohmann, Irma Haury, J. E. Linscheid. *Second row:* Unidentified, Unidentified, Adina Goering, Oswin Galle, Ruth Harms, A. P. Friesen, Selma Rich, J. R. Duerksen, Edna Krehbiel, Howard Johnson, Menno Schmutz, Honora Becker, Harold Goertz, Otto Kliwer, Minnie Harms, John Gaeddert, Augusta Balzer, Susie Unrau.

tion, and it always added to the cost of the student's education, both rather ticklish matters with the constituency.

A complete list of missionaries of the General Conference was published in 1922.⁹ Of the 63 names mentioned in this list, 40 were those of graduates or ex-students of Bethel College. Bethel College students also took a deep interest in the fate of European students, who still suffered cruelly from the effects of the war. In the same year, the students were served a "Memorial Supper" consisting of "a small portion of thin soup and bread crusts."¹⁰ The object was to demonstrate to Bethel College students the plight of European students and to arouse interest and encourage support in their behalf. A fine spirit pervaded the Bethel College student body in this respect. During the preceding year they had contributed a larger amount for student relief than any other college in the state.¹¹

The parochial schools among the Mennonite constituency, still conducted very largely in the German language, found themselves in considerable difficulty for some years after the close of the war. Local authorities in many places sought to close these schools because of the language. Bethel College was affected by the controversy in several ways. Two of its faculty members were members of the Conference committee on education which had for one of its main purposes the promotion of the interests of these schools. Then, too, one of the important functions of Bethel College in the past had been the preparation of teachers for these schools. The help of the committee being solicited by the constituency, the matter was finally taken to the state authorities in Topeka in 1923, and consultations were held with the State Superintendent of Public Instruction, the Attorney General of the State, the State Commander of the American Legion, and the Governor. These officers were unanimous in their opinion that the law under which local authorities had tried to close the schools was not applicable to them and the schools were permitted to continue unmolested. The incident, however, helped to hasten the language transition, especially among those of the younger generation.

4. *Intercollegiate Activities.*—Interest in intercollegiate activities was maintained, and it followed the usual lines. Since Bethel College competed in these activities with eight or nine other institutions, some of them with a much larger attendance, it encountered some strong opposition, but nevertheless made a creditable showing. In 1924 B. Bargen won second place in the State Peace Oratorical Contest. The basketball team won eleven out of twelve games, but since Bethel College has never taken the "win-at-all-costs" attitude in its intercollegiate contests defeat has not left the sting of bitterness, and victory has not fostered the spirit of pride that goes before a fall. It has thus maintained friendly relations for the most part with sister institutions in the state in spite of heated arguments and strenuous physical contests with many of them.



GIRLS' GYM. CLASSES, 1915-16

Bottom picture, first row: Anna Miller, Ida Berger, Helene Riesen, Cora Tangeman, Barbara Habegger, Marie Balzer, Hazel McAllister, Marie Wollmann. *Middle row:* Edna Wicke, Gussie Weber, Sara Lohrentz, Hazel Dester, Katie Unruh, Augusta Schmidt, Cecil Kaegi, Elsie Dyck. *Back row:* Jacobina Tiahr, Liese Balzer, Agnes Schroeder, Wallie Goertz, Elizabeth Riesen, Mollie Becker, Helen Regier, Marie J. Regier, Kate Wedel, Anna Goering, Eva Becker, Helena Bergen.

The attitude toward athletics for girls was also gradually undergoing changes, but was still distinctly conservative. The question of scheduling girls' practice games with outside teams was referred by the faculty to the women's director of physical education and the dean of women. A motion to permit the girls to play indoor basketball in the open in their gym suits was tabled at first by the faculty, but later this action was rescinded. To encourage physical exercise by the girls, the faculty voted to give a letter "B" to girls who did extra work in athletics, such as hiking, tennis, basketball, volleyball, etc. The constituency, too, was beginning to realize the importance of physical training for girls and opposition to such a program became less vociferous.

5. *Publicity*.—In the matter of publicity for Bethel College, conservatism was still the watchword. In 1921 the name of the College paper was changed from "The Breeze" to the less breezy title, "The Collegian." In 1922 the board of directors declared itself as opposed to "paid publicity." Advertising trips by music organizations to Mennonite communities in neighboring states were, however, continued. In the following year the rendition of Dubois' "The Seven Last Words of Christ" was made an annual event at Easter time by action of the faculty and on recommendation of the music instructors. In the same year the two glee clubs disbanded and were reorganized as "choirs."¹² The next year the board, on recommendation of the faculty, purchased vestments for the ladies' choir to be rented out to the choir members. This being the first deviation in this line from past custom, it was accompanied by some misgivings, but failed to arouse much criticism among constituents.

6. *The First Homecoming Day*.—In 1922 the first College class (1912) observed its tenth anniversary by sending letters to the Alma Mater meeting of that year. The six members of the class originally represented two states, Kansas and Minnesota. At this time, ten years later, they were scattered over five states, Indiana, Ohio, Pennsylvania, South Dakota, Washington, and one foreign country, India.

The thirtieth anniversary of the opening of Bethel College was observed in June, 1923, with the following program, which may be regarded as typical of the commencement programs of that day.

SUNDAY, JUNE 3

Baccalaureate Service 8:15 p.m.

MONDAY, JUNE 4

Final Examinations 8:15 a.m.

Academy Senior Program..... 8:15 p.m.

TUESDAY, JUNE 5

Alma Mater Meeting.....10:00 a.m.

Faculty-Senior Baseball 2:00 p.m.

College Senior Program..... 8:15 p.m.

WEDNESDAY, JUNE 6—HOMECOMING DAY

College Alumni Meeting.....	9:00 a.m.
General Alumni Meeting.....	10:00 a.m.
Glee Club Reunion Concert.....	11:00 a.m.
Class Procession	1:00 p.m.
Alumni-Student Baseball	2:00 p.m.
Alumni Banquet	5:15 p.m.
Oratorio	8:15 p.m.

THURSDAY, JUNE 7

Commencement	9:30 a.m.
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The occasion of June 6 appears to be the first observance of "Homecoming Day." It had been suggested in the *Bethel College Monthly* earlier in the year.¹³ Commencement is the appropriate time "when all former students return to their Alma Mater for a visit." Observance of the day has been customary since, though not always in connection with commencement. It has been carried out mostly under the auspices of the Letter Club.

B. Conference Relations

1. *The General Conference.*—There were also encouraging experiences during these years. The General Conference began to show increasing interest in the educational problems of Mennonites. In 1923 it definitely committed itself to the cause of Mennonite higher education. At its direction its Committee on Education published in 1924 a thirty-two page folder entitled "A United Campaign for Christian Education," the purpose of which was to present the case of Mennonite higher education to the constituency. The endowments of Bethel College and Bluffton College were to be increased to \$500,000 each and the buildings and facilities to a minimum of \$275,000 each in order to make the schools eligible to membership in the North Central Association of Colleges. Freeman College was to be maintained and supported as a junior college; other educational institutions were to be discouraged from striving to attain college rank.¹⁴

It was an attempt to bring some order and definiteness into a situation that was rather confused and that, in some ways, was threatening to get out of hand. The plan if adhered to, could be of real value and significance to the educational progress of General Conference Mennonites. Unfortunately, but perhaps at times also fortunately, Mennonites are too individualistic to be swept off their feet by mass movements or to follow leadership unquestioningly even though it be of unquestioned integrity and ability. Progress has, however, at times been hampered by such lack of concerted action, by an unwillingness to take one's place in the line cooperatively.

2. *The Western District Conference.*—In 1921 the Western District Conference requested the board of directors to submit to the next annual

Corporation meeting a plan in accordance with which "the Conference, whenever it is ready to erect one or more buildings for Bethel College school purposes, may obtain title to the land required for this purpose."¹⁵ The board declared itself willing to grant land to any District Conference that desired to erect buildings on it in accordance with School needs.¹⁶ It refused to sanction the sale of lots for other than residential use. It is not entirely clear what was intended by the Conference resolution. No further information regarding it seems available. Apparently, however, it was a move by the supporters of Conference control to establish a strictly Conference-controlled school or department in connection with Bethel College. A resolution of the Twenty-ninth Western District Conference in 1920 creating a committee which in cooperation with the Bethel College board of directors would solicit funds for the Conference Building and Endowment Fund lends support to this view. Though such a resolution was adopted apparently with little or no opposition, it is very doubtful if many of the delegates understood the implications that were involved in this action. While distrust of Bethel College arose in part from recent events discussed elsewhere, doubtless much of it was still due, consciously or unconsciously, to traditional attitudes and inherited prejudices toward higher education among the constituents themselves. The struggle between conservative and progressive was turning more and more in favor of the progressive in the home, on the farm, and in other areas of life. Education could not remain unaffected. Many actions of the Conference or of the Corporation can be more clearly understood when viewed in the light of such a struggle, a struggle not only between groups or individuals but within individuals themselves. The actions of the Conference and of the Corporation, so often at odds with each other, though composed largely of the same individuals, would seem to find their most satisfactory explanation in this view.

3. *Proxies and Conference Control.*—Among administrative problems that were crowding into the foreground at this time was the ever-recurring one of Conference-vs-Corporation control of Bethel College. The adherents of Conference control seemed to gain new hope and new determination for their efforts with every change in administration. There are several aspects to this question, but the question of the use of proxies brought it to the forefront at this time. The membership of the Bethel College Corporation meetings was scattered over many different states of the Union and much of the voting at the Corporation meetings was thus done by proxy. Neither Charter nor Bylaws placed any limitation upon the number of proxies one person could hold. It would thus have been possible, by concentrating these proxies in the hands of one man or a few men, to use them for personal or selfish ends. The following figures show the relatively large number of proxies cast at Corporation meetings: in the 1921 Corporation meeting 619 out of a total of 2,026 votes cast were

proxies; in 1922, out of a total of 2,382 votes, 870 were proxies. Even the staunchest friends of Bethel College felt that such a situation was not conducive to mutual confidence and goodwill.

The annual Corporation meeting of 1920 had taken initial steps in this matter at the request of the Western District Conference,¹⁷ and the matter was taken up by the board of directors in 1921 in the form of a resolution to limit the number of proxies one person can vote at the Corporation meetings. It was decided not to recommend such a step to the Corporation because of the complexities involved in making the change.¹⁸ The Corporation meeting of 1921 then decided to appoint a committee which, with a similar committee from the Conference, would investigate the matter further.

At the next Conference session in 1922 the committee reported that it had conferred with the Attorney General of the State and also with local attorneys on the following suggested changes in the charter:

1. The possibility of amending the charter so that a member of the Corporation could represent not more than ten proxies. (This question was answered affirmatively.)
2. That no proxy have validity for more than one Corporation meeting. (This question was also answered affirmatively.)
3. That no one can vote more than ten transferred certificates. (Attorneys disagreed on the answer to this question.)
4. The possibility of changing the charter so that the Conference would elect its directors directly, instead of through the Corporation. (This question was answered in the negative.)¹⁹

At this Conference session the question of how the Conference could be represented most advantageously in elections at the annual meeting of the Bethel College Corporation was discussed. A motion to instruct the secretary of the Conference to cast all Conference votes for those Conference candidates for the Bethel College board who had received the highest number of votes at the Conference was significantly laid on the table. A possible clash between Conference and Corporation was thus avoided, as the Corporation would probably not have been willing to allow the Conference to dictate to it by curtailing its right to a free choice in the election of board members.

Another question was, however, injected into the 1922 annual Corporation meeting. It was submitted in the form of a concrete case thus: Did a member of the Corporation who had left the Mennonite church retain his membership, i.e., the right to vote, in the Corporation? The question brought on a rather heated discussion which terminated in the adoption of a resolution that a committee be appointed to submit a recommendation on the matter, and a motion kindly to request the person involved to refrain from voting at this time. In reality there was more involved in the question than may appear on the surface. Only Mennonites were allowed votes in the Corporation according to the charter.

It must be remembered, too, that a Corporation member could vote an unlimited number of proxies at this time. Then, too, Bethel College graduates and ex-students were finding their fields of work in non-Mennonite communities in increasing numbers and no blame could be attached to them if they affiliated with another denomination in non-Mennonite communities. The question must thus not be passed over too lightly.

At the annual meeting of the Corporation in 1923 the committee appointed to revise the Corporation membership list made the following recommendations: (1) Inherited votes may be used only when certificates have been issued for them. (2) No votes are valid on which the interest for the respective notes is in arrears for longer than one year. (3) It submitted a form to be used by Corporation members living in non-Mennonite communities who desire to affiliate with an evangelical Christian church but at the same time retain their membership in the Mennonite church. It provided in effect that associate membership in non-Mennonite evangelical denominations would not cancel membership in the Corporation.

At the annual meetings of these years the subject of Conference vs Corporation control was discussed regularly, at times with much vigor and considerable feeling, at times only perfunctorily. The administration was not in favor of such a step and could produce some valid arguments for its position. Whatever could be said in favor of Conference control, certainly the histories of the Wadsworth and the Halstead schools could be used as effective counter-arguments. Then, too, the time was hardly ripe for such a step. Until the Conference became more unified in its ideals for an institution of higher learning, in the purposes to be achieved, and the methods to be followed, and thus give such an institution its united support, there was little doubt that the institution would fare better under Corporation than under Conference control.

At the 1922 meeting, the four oldest ex-members of the board of directors, G. Harder, J. W. Penner, H. Banman and A. Ratzlaff, and the first missionary sent out from Bethel College, P. A. Penner, were present and on request each spoke briefly to the meeting. They spoke words of hope and encouragement calling attention to the solid achievements of the past which had been won by united effort rather than by arguments over matters of legitimate differences of opinion. United effort, faith, prayer had brought success in the past and will bring it in the future also.

Another question that arose at this time was whether members of the Mennonite church who are not members of the Corporation may serve as proxies for absent members of the Corporation. A motion favoring this was tabled and the board of directors was instructed to submit a proposition relative to this question to the next annual meeting. The matter was, however, overlooked by the board and no recommendation was submitted

at the next meeting. A motion that the Bethel College Corporation declare itself ready to turn over control of Bethel College to the Western District Conference as soon as said Conference is ready to take over such control was tabled at the Annual Corporation Meeting in 1923.

Further indications of dissatisfaction and lack of united effort were manifested in the constituency. The action of the Western District Conference in 1922 in again assuring the board of directors of Bethel College of its confidence and its earnest intercession in behalf of the institution implied the continued existence of strained relations between the College and at least a part of the constituency. Also, the experience of the special committee appointed at a previous conference to prepare a list of institutions of higher learning which could be recommended to those of our young people who had graduated from Bethel College and desired additional preparation for service in the church is certainly significant in this respect. The committee made two reports to the Conference, but they were so inconclusive that the Committee was discharged with the thanks of the Conference in 1922.

The Mennonite Teachers' Conference continued to remain in close cooperation with Bethel College. In 1924 this Conference decided to issue a guide for Mennonite Vacation Bible Schools. Of the six members appointed to this task, three were members of the Bethel College faculty.

C. Finances and Buildings

1. *The Financial Campaign of 1922.*—Other problems confronting the new administration were the uncertain finances and the necessity of relieving overcrowded conditions in classrooms and laboratories. The administration inherited a big financial program from its predecessor which, though approved and set into motion, had not acquired very great momentum as yet. It was, indeed, fortunate that no organizational machinery had been set up and that no very definite plans for carrying on the campaign had been adopted. In view of the rapidly increasing financial demands for current expenses of the growing institution—it was running short practically every year—and the severe depression following the first World War, the board decided to postpone the larger program for at least a year and to concentrate on the immediate financial needs of the institution.

The city of Newton, too, "owing to the general financial needs of the country"²⁰ sidestepped the bigger financial program its Chamber of Commerce had favored in order to put on a financial campaign to collect \$5,000 for Bethel College. Relations between the city and the College, much strained as they had been during the First World War, were rapidly improving. Early in 1920, the Chamber of Commerce had appointed a committee for the purpose of making more use of College benefits.²¹ This committee decided to visit Bethel College from time to time, to

spread information about it abroad, and to encourage Newton's students to attend Bethel College. A series of articles descriptive of the various phases of work at Bethel College was published in the *Evening Kansan* in the interest of the campaign and of a better mutual understanding. Newton should help the College because of the financial, moral, and educational values the school has for Newton.²² Such support, financial as well as moral, was warmly welcomed by the institution. During 1921-1922 the financial program consisted mostly in the solicitation of funds for the Music Hall, Goerz Hall, and for current expenses.

An appeal was also made to the alumni to come to the aid of their Alma Mater. In October, 1921, they had subscribed \$1,700 for the current expenses of the school year.²³ The alumni, however, had made the reservation that the work of the College be not curtailed.²⁴ Such an attitude is readily understood since the value of a college degree depends upon the standards maintained by the college. The attitude of the alumni encouraged the board not to change the status of the institution, which was the only alternative to an intensified financial campaign. Solicitation in the churches for current expenses was, of course, continued. In November, 1921, the deficit for the preceding year had been covered, but the old deficit of nearly \$6,500 still remained.

While all these efforts helped, the time was past when such contributions could really put Bethel College on its feet. To do this, sums were needed not of three or four figures, but of six figures; sums that would not only wipe out deficits of a few thousand dollars, but that would at least double the endowment fund, and make possible also the doubling of its instructional facilities. Unfortunately, the constituents of Bethel College had not yet learned to think of Bethel College in terms of six figures. Nor have they done so even now.

Nevertheless, even though comparatively little soliciting had been done under the larger program, about \$18,000 had already come in for the building fund. This encouragement together with the pressure of steadily increasing needs was responsible for the financial campaign of 1922, put on not by the Newton Chamber of Commerce but by the Bethel College board of directors. The object of the campaign was to raise \$210,000 "for present needs and to meet future demands." The present needs were specified as: an enlarged faculty, a science building, a heating plant, better sanitation, and the requirements of an enlarged student body.²⁵ That all of these were real needs no one acquainted with the situation could doubt; neither was there much room for difference of opinion as to which was really the greatest of these needs. The congested condition of classrooms and laboratories made the need for more room for instructional purposes the most imperative. For the next two years, as it had been for the preceding two, a science hall became the main topic of conversation among students and alumni and a chief source of planning and consideration by the board of directors and the Corporation meetings.

The financial campaign of 1922 was the most elaborate project of this kind put on by Bethel College to date.²⁶ A Mr. Dean was secured as campaign director, and the drive was to cover at least Newton and Harvey County and possibly California and Minnesota. The drive was to be completed in two weeks, but much preliminary work had to be done. Much campaign literature was issued and distributed widely among the constituency.

An elaborate "Campaign Supplement" was issued, giving many facts about Bethel College and suggesting specific amounts for which classrooms, laboratories, etc., could be completed. For such donations the names of the donors engraved upon a tablet was to be placed on the door or some other conspicuous place of the room or department for which the donation was made.²⁷ This idea carried much appeal as it gave opportunity to place commemorative tablets to deceased relatives in conspicuous places where they would serve not only as memorials to departed ones but also as an inspiration and an incentive to future generations of students. The Newton Chamber of Commerce also pledged its support to the campaign.²⁸ The phrase "One and All for Bethel Means Success" was adopted as the campaign slogan. "To avoid misunderstanding and to add moral influence" to the campaign, donors were asked not to request votes for their donations.²⁹

The "Drive" proper was begun with a banquet at the Methodist Church in Newton. Following this, a mass meeting was held to which the general public was invited and at which Dean F. J. Kelly, of the University of Kansas, spoke on "The Service a College Like Bethel Can Render the Community." At this time over \$26,000 had been subscribed toward the building fund. The "Drive," which was carried on in intensified form for two weeks, was continued over several months in less intensified form. About the time of the opening of the school year 1923-1924 the amount subscribed was \$69,330.50.³⁰

2. *Financial Stability a Conference Concern.*—Confidence in the financial stability of Bethel College was beginning to waver. Fears for the safety of the Conference-contributed fund of 1920 seem to have been quite widespread. The Western District Conference in 1923 instructed its trustees "to investigate annually to see if the fund remains intact and if it is invested in good securities."³¹ This referred, of course, to the \$100,000 fund contributed by the Conference to the endowment of Bethel College. The adoption of this resolution, indicating as it did, doubt or perhaps even suspicion among the constituency did not bode so well for the future of the institution, but perhaps past events in part justified such an attitude.

The annual Corporation meeting of 1921 had expressed itself, in informal discussion only it is true, but it was nevertheless an expression of the attitude of the Corporation, as opposed to the use of endowment fund

money for covering deficits, even though it be done with the consent of the respective donors.³² Nevertheless, with the consent of the board of directors, money had been taken from the endowment fund for the purpose of covering past deficits. Early in 1922, J. G. Regier on retiring as custodian of Bethel College, in a letter to the board, called attention to this evident, though apparently unintentional, violation of the wishes of the Corporation. To avoid any charges of defalcation, Regier had deposited securities in the amount of \$5,380.99, the amount involved, with the new custodian, J. H. Richert. This generous act on the part of Regier relieved the College of the old deficit and enabled it to begin with a clean slate. Unfortunately, the slate could not be kept clean very long under the circumstances. The board greatly appreciated this gift, which Regier had given entirely of his own free will, and accepted it with the explanation that it felt that no defalcation had taken place.³³

Complaints to the board of directors by parents of the "high cost of education" did not add to the peace of mind of the administration. It recommended to parents a closer check-up on the expenses of their sons and daughters while attending Bethel College.³⁴

Further efforts to improve the finances were made in 1923 when the tuition charges were changed from a fixed rate to one dependent upon the number of credit hours for which the student enrolled. The change meant an increase in the tuition of about 20 per cent for full work in the College and of about 10 per cent in the Academy. The advance was justified by the general rise in prices. An appraisal of the property of the College the same year resulted in a considerable increase in the valuation because of the higher prices.³⁵ A rather active campaign to obtain annuities for Bethel College was also made in 1923 through regular announcements in the *Bethel College Monthly*. The Langenwalter property was purchased by former Professor Welty in that year and donated to Bethel College as a memorial on the annuity plan. It is the present Welty home.

3. *Enlarging the Campus.*—In 1922 the size of the tax-free campus was increased by the addition of fifteen acres. In 1923 the college buildings were insured against loss from windstorms. Hitherto they had been protected only against loss from fire. In the fall of that year a windstorm disabled the Newton city water plant, for five days leaving the College campus without running water. Fortunately, several of the wells on the campus had been maintained, thereby greatly relieving a distressing situation. In the same year Mrs. D. Goerz donated a site for a chapel for Bethel College. The site was located between Goerz Park and Pine Driveway.³⁶ The perennial question of a bus line between the College and the city again arose in 1923 since the Interurban Railroad had discontinued its service permanently. Through the assistance of the Newton Chamber of Commerce such a line was established in the fall of that

year,³⁷ but it soon shared the fate of its predecessors. It could not be made self-sustaining.

In spite of all efforts to increase the income, Bethel College could not make ends meet. At the annual Corporation meeting in November, 1923, the treasurer reported a deficit of \$16,885.41.

4. *Relieving the Congestion.*—The second great problem that of providing additional classroom and laboratory facilities, loomed mountain-high before the new administration. Fortunately, while not closing his eyes to the difficulties that lay ahead, President Langenwalter took an optimistic view of the situation and at once set about making changes here and there that tended in some degree at least to relieve the congestion.

The Minnesota Home was standing idle at this time. During the year 1921-1922 it was moved to a new location and converted into the present Music Hall with practice rooms, studios, and a small auditorium. Some relief was thus obtained, although not in quarters where it was needed most.



MUSIC HALL, 1922



WELTY HOME, 1923

Changes were also made in the Main Building. There was a shortage of classrooms, and office accommodations were inadequate and unsatisfactory. The northeast room on the first floor was divided by a north-south partition. The west side was made the office of the dean and the registrar. The east room of the northeast wing of the first floor thus vacated was made the president's office. The business office was moved from the basement to the west room of the southeast wing of the first floor. In December, 1921, the large chimneys in the two south corners of the chapel were removed and the chapel thus enlarged, the work being done entirely by voluntary student and faculty labor. Although these changes gave some relief, they did not touch the real heart of the difficulty, which was the congested conditions in the science departments.

5. *The Science Hall Project.*—Accordingly, agitation for a Science Hall continued with varying intensity. At the annual Corporation meeting in November, 1921, it had been decided to let the building program rest for the present. In January, 1922, students and faculty had pledged

about \$250 in money and over one thousand hours of labor toward a new Science Hall. At the annual Corporation meeting in November, 1922, much time was spent in discussing the need of a Science Hall, but the discussion took more the form of providing temporary expedients than of giving permanent relief to the situation. Early in 1923 the prospects of a large deficit for the next several years greatly reduced hopes for important building activities in the near future, but the board of directors recommended that the field secretary approach men of larger means for larger donations; and, at the same time, P. J. Wedel, head of the science department, was asked to assist him in presenting the need for a Science Hall.³⁸

Later in the same year at the Alma Mater meeting, the need of a Science Hall formed the chief burden of the program, and on the occasion of the Thirtieth Anniversary celebration on September 20, 1923, as also on Founders' Day, October 12, the subject again formed a main feature of the programs. One third of the sum needed had been collected during the preceding summer.³⁹ At the Western District Conference in 1923 the movement had more life-blood infused into it. Students and ex-students of Bethel College at a special meeting decided on a get-together meeting to be held on the afternoon of Thanksgiving Day in Bethel College. The purpose was to inaugurate a financial campaign for the erection of a Science Hall.⁴⁰ At this meeting a committee consisting of the president of the General Alumni Association, the president of the College Alumni Association, and three other members was selected to get in touch with all former Bethel students with a view to enlisting their interest in the Science Hall project.

D. J. Brand (Ac. '22) and Helene Riesen ('17) were elected chairman and secretary of the committee respectively. It had been determined that a \$35 contribution from each of the 3,000 former students would yield the necessary sum. The officers at once set to work making contact with all former Bethel College students, and suggesting contributions of this amount in the letters sent out.⁴¹ This solicitation was done independently of the work of the field secretary, but nevertheless on a cooperative basis with him. The appeal drew forth an immediate and highly encouraging response. In less than a week almost \$1,000 had been sent in, and by the time of the meeting in November—Thanksgiving Day—nearly \$3,000 had been pledged.⁴² Many appreciative and encouraging letters accompanied these contributions.⁴³ The slogan "A new Science Hall by opening of school 1924"⁴⁴ doubtless helped in bringing in prompt responses.

Of unusual interest is the first contribution sent in under the \$35 plan. It was made by Ensign Edwards of the Newton Salvation Army,⁴⁵ who had attended the meeting on Founders' Day, and had been so impressed with the urgency of the situation that he decided to act forthwith. The results of the newly inaugurated campaign of alumni and ex-students were

so encouraging that the Thanksgiving Day meeting decided to recommend to the board of directors to begin the construction of the Science Hall at once.⁴⁶ The board, encouraged by the widespread interest in the project, recommended to the annual Corporation meeting that work on the building be begun and carried on as conditions permitted. The Corporation approved the recommendation.⁴⁷ At last dreams and hopes of a decade began to assume tangible form, and new courage came to those who had labored under handicaps that not only often proved discouraging to the work but ruinous to health.

This eleventh-hour action of the Corporation saved the day for Bethel College. Those acquainted with the situation knew that Bethel College had again arrived at a critical period in its history. For years the available facilities in the science departments had been inadequate to accommodate all the students who desired such work. Considerable dissatisfaction resulted among the students when at the opening of school in the fall of 1923, all courses in science had to be closed to further enrollments early during registration because of the lack of laboratory facilities.⁴⁸ No provision having been made in the construction of the Main Building for laboratory instruction, the alterations made in the course of the years in the effort to adapt rooms to the requirements of modern science instruction were at best only temporary makeshifts. Failure to provide the necessary accommodations at this time would have meant loss of state accreditation, a reduction in the curriculum offerings, a loss of students, especially in the rapidly increasing College attendance,⁴⁹ and doubtless also in the faculty membership; and, in general, retrogression, not progress—the forfeiture of an opportunity for greater service to the Mennonite church and the general constituency. There was still much opposition to the study of science, especially among the Mennonite constituency. This was due in part to prejudice; but the arrogance of science in setting itself up as the arbiter on every question in every area of life gave sufficient cause for such an attitude of suspicion.

The urgency of the situation called for immediate action, and on December 12, 1923, the board of directors ordered work to begin on the basement of the Science Hall. Estimates had been obtained on the cost of putting in the footings and foundation walls from the architect, and sufficient funds were available for this portion of the building. The executive committee and J. H. Doell and P. J. Wedel were appointed as a building committee. Ground was broken for the building with appropriate ceremonies on December 19, 1923.⁵⁰ The exercises began with a short meeting in the chapel consisting of brief talks by P. J. Wedel and field secretary, Henry Riesen, and a prayer by President J. H. Langenwalter. The first ground was broken by the members of the building committee and the president of the Newton Chamber of Commerce. Class representatives, faculty members, and students then took their turn with the spade.

Contributions to the building fund continued to come in; a subscription campaign among students brought \$3,265 which was increased to over \$8,000 by faculty pledges.⁵¹ Student contributions were largely in the form of labor. Much voluntary labor was donated by other friends of the institution, thus much of the heavy work, excavation and hauling of materials, was done in this way. Progress accordingly was comparatively rapid, and by April, 1924, the basement walls and the first floor slab having been completed, the question of continuing building operations confronted the board.

In the meantime, however, another question had injected itself into the situation. The old heating plant, badly in need of repairs, would be inadequate to meet even immediate needs. It was accordingly decided to build a new heating plant with sufficient capacity, not only for present needs but providing for considerable expansion in the future.⁵² As this would add considerably to the financial burden, a special meeting of the Corporation was called to consider the whole question of continuing building operations for both Science Hall and heating plant.⁵³

When the Corporation met in special session on May 7, 1924, it was found that, owing to a defect in the call, the meeting had no legal standing. However, the recommendation of the board of directors that building operations be continued if the necessary funds could be secured, either through a bond issue without mortgage or by private loans, was read to the meeting. The recommendation was discussed at length, but the meeting adjourned to meet again on May 21. Considerable opposition to continuing building operations on the Science Hall was in evidence at these meetings. Much of it was, of course, based upon a lack of understanding of the real situation.

The following resolution of the board may be cited as illustrating in part the critical situation at the time: "That we guarantee Professor P. J. Wedel the necessary room for his classes that none of his work need be left out for next year."⁵⁴ A favorite criticism was that the building was much too large and so would cost much more than was necessary. At the meeting referred to above, a member of the Corporation remarked privately to the writer: "You are building so terribly big; when that building is completed you'll have room for 2,000 students." On being told that when we get 500-600 students "we'll be hollering for more room," he replied: "Oh, then I must have a very much mistaken idea of the whole thing." Doubtless, in very many cases as in this one, opposition was due to a similar lack of understanding, to the formation of personal opinions and the judgments on insufficient evidence. It is one of the difficult problems that confronts the pioneer in education that so often persons who mean well but lack both the training and experience set themselves up as judges on questions that can only be properly decided on the basis of long experience, proper training, and a complete under-

standing of the situation. The pioneer can look only to the future for his vindication.

The special meeting, however, adopted the recommendation of the board by a vote of 1,271 to 574. The finances had made some progress. Earlier in the year the total fund for the Science Hall reported was \$24,865⁵⁵ of which \$5,050 had been spent.⁵⁶ Solicitation for the building program was continued and very effective work was done in the field by the field secretary, Henry Riesen. The plan of establishing memorials within the building, either for themselves or for departed relatives, was presented by him so convincingly that sixteen rooms, laboratories, lecture rooms and offices were equipped by this plan.

Unfortunately, the funds thus collected were still far from sufficient to complete the building even in the parts where the need was most urgent. Large sums having to be borrowed for the Science Hall, Bethel College accumulated a debt during the twenties and thirties of the century which nearly engulfed it. Nevertheless, the action of the Corporation in taking this forward step must be regarded as one of the high lights in the story of Bethel College. To be sure, a wise and careful financial policy would be needed to guard against disaster.

6. *The Heating Plant and Other Construction.*—It should be remembered, too, that at this time another and also a *necessary* project was under construction, the heating plant, which added materially to the financial burden the College had to bear.⁵⁷ The burdens would, however, have been even heavier but for the great amount of voluntary labor put on these projects by the students and many other friends of Bethel College.

Other construction was also carried on during these years on the campus. In 1923 Helene Riesen, J. M. Suderman, and E. B. Wedel, members of the faculty, erected residences. The Paul Baumgartner and J. P. Baehr homes were erected the same year. The location of the Music Hall necessitated the removal of a characteristically Mennonite "institution" from the campus, the mulberry hedge along the north edge of the campus. Another landmark of the early years, the *Gartenlaube*, or arbor, of President C. H. Wedel was gradually falling into decay through neglect.⁵⁸ In this shady nook, through which the cooling breezes could flow freely, President Wedel spent much of his time reading and doing much of his literary work, but the grassy plot of today does not even betray its location near the southeast corner of the lots on which stands the former C. H. Wedel residence, now the Thierstein home.

D. The Resignation of President Langenwalter

The slow and irregular growth of various activities at Bethel College was not very encouraging. The frequent faculty changes were not always conducive to stability of policy or consistency of action either. The faculty

found it necessary to assume a more stringent policy regarding student conduct and student awards. Methods of discipline, at times quite severe, had to be resorted to in the effort to maintain high standards.

The death of H. O. Kruse in 1922 and of Mrs. J. J. Krehbiel in 1923 removed two persons who had figured prominently in the early history of Bethel College. Professor Kruse, a very popular instructor while at Bethel College, had been largely responsible for planning the early plantings on a campus that had hitherto just been open prairie. Mrs. Krehbiel, as the wife of one of the founders of Bethel College, had always maintained an active interest in the institution in word and deed. Late in 1922 Mrs. H. O. Kruse made a large donation of books to the Bethel College library from the private library of her husband. A unique addition to the library was the donation in the following year of 205 volumes in twelve different languages by J. G. Ewert, who was still languishing on a bed of sickness, to which he had been confined since 1898.

Life was full of events, both encouraging and discouraging. An administrator's load is never easy. The burdens of the office proved too heavy for President Langenwalter. Besides the duties of the presidential office he had been engaged in some literary work, publishing in 1923 a little volume entitled "The Charge of the Church of Jesus Christ to You." In June of 1924, his health having begun to give way, he asked the board of directors for an immediate release from the responsibilities of the presidency. The request was granted, the duties of the office being assigned to a committee on administration consisting of the acting dean of the college, J. F. Moyer; the registrar, P. J. Wedel; the treasurer, G. A. Haury, Sr., and the dean of men, J. M. Suderman. President Langenwalter retained his connection with Bethel College for a time, but since rest and change of climate failed to bring the desired improvement in his health, the board finally accepted his resignation. It gave him a call as dean of the Bible department and instructor,⁵⁹ but he did not take up the work at Bethel College again. During the year 1924-1925 the duties of the president's office were performed by the committee on administration mentioned above.

The administration of President Langenwalter, though not long enough to carry through any larger undertakings, was marked by some definite advances. The greatest needs of the institution were: (1) relief from highly congested conditions in instructional facilities, (2) improved finances, and, (3) a clearing up of misunderstanding and suspicion in the constituency. In fact, if the last could be accomplished, the first two would in a large measure take care of themselves. That progress was made in all these directions will be evident to the thoughtful reader from the preceding pages.

CHAPTER XV

THE COMMITTEE ON ADMINISTRATION

(1924-1925)

The Committee on Administration directed its attention very largely to matters of internal administration, leaving the finances to the board and the field secretary. Several problems were calling for prompt action at this time: complete separation of College and Academy, reorganization of College departments, a proper ranking of the members of the faculty, and a sharper differentiation of the first two from the last two years of the work in the College. The steadily increasing number of non-Mennonite students was calling for an observant eye and a word of caution as well.

A. Academic Changes

Separation of the College from the Academy was accomplished by the appointment of a principal for the Academy and the assignment of a separate corps of teachers to it. The last catalog, March, 1924, issued before this step was taken, lists fifteen names in the Academy faculty, the next catalog lists only eight. The need for some rather drastic action was thus evident. E. B. Wedel, instructor in science and mathematics since 1922, was made principal of the Academy, and other instructors were relieved of certain work in the Academy and assigned exclusively to the College or vice versa.

The faculty in the College proper were reorganized by the appointment of department heads and assistants for each department. Only properly qualified instructors were to be employed in the respective departments. Conditions in this respect had been rather chaotic in the past and very definitely needed to be remedied. A case in point may be cited. Four instructors were teaching at this time in two departments of the College, although neither department offered full-time work for one instructor. The Committee also recommended the assignment of the faculty members to three ranks, professors, assistant professors, and instructors, with a definite salary rating for each rank. The ratings were to be made primarily on the basis of preparation and experience.

Differentiation between the work of the freshman-sophomore and the junior-senior years was achieved by careful regulation of enrollments in the upper-level courses and placing instruction in these courses on a distinctly higher level than that of the first two years.

The departments of music, art, and home economics, hitherto listed as

special departments and viewed "with suspicion" if not "with alarm," had not been permitted to invade the "sacred precincts of the liberal arts curriculum." At this time, however, the doors to the liberal arts curriculum were thrown open to them, and henceforth students whose inclinations pointed that way could take the work in these departments as a part of a liberal arts education on very much the same basis as in other departments. They no longer constituted special departments, but became an integral part of the curriculum. These steps were prompted partly by the requirements of the State Board of Education, but they were also taken with an eye to qualifying eventually for admission to the North Central Association of Colleges and Secondary Schools.

The steady growth in attendance in the College proper resulted in a relatively large gain in the proportion of non-Mennonite to Mennonite students. The Committee in its report to the annual Corporation meeting recommended that earnest efforts be made to keep our student body predominantly Mennonite. This, of course, implied, if the institution would render maximum service to the entire constituency, increased patronage from the Mennonite constituency and increased vigilance from within as well as from without the institution, lest its distinctive Mennonite character be jeopardized by influences opposed to or indifferent to our historic Mennonite principles.

B. The Science Hall Nears Completion

The principal task of the field secretary at this time was solicitation of funds for the Science Hall. In addition to this, however, he also set himself the task of wiping out the old deficit and preventing the recurrence of new ones. He took up this task with energy and determination and met with gratifying success. In less than a year he collected more than \$25,000 for Bethel College. Late in 1924 the College debt had been reduced to less than \$3,000.¹

To continue the work on the Science Hall, cash, or pledges readily convertible into cash, were needed. To prevent deficits, at least for the immediate future, the field secretary sought to obtain pledges of smaller or larger sums for the running expenses of the school, payable annually for five consecutive years. However, his chief concern was solicitation for the Science Hall. In this he met with encouraging success, and building operations on the Science Hall were resumed with the laying of the cornerstone on October 12, 1924, just thirty-six years after the laying of the cornerstone of the Main Building. This date had been chosen for the event, because it was the date set for the observance of the Jubilee Celebration of the fiftieth anniversary since the arrival of the Mennonites in this area. This observance had been held in the Newton city auditorium earlier the same day, and a crowd estimated at 2,000² to 3,000³ persons was present at the cornerstone laying at four o'clock in the afternoon. Ex-president Kliever served as master of ceremonies. Addresses were

given by the president of the board of directors, P. H. Richert; the chairman of the Science Hall committee, D. J. Brand; and P. J. Wedel of the faculty. The stone was placed in position by the contractor, Mr. M. R. Stauffer, and the master mason, Mr. Berry, after a metal box containing ten different items⁴ had been inserted. An announcement was made that three brethren of the Buhler community had pledged \$2,500 to equip one of the chemistry laboratories in the new building.⁵ Music by a male octet, a prayer by Abr. Ratzlaff, a former president of the board of directors, and the singing of the doxology concluded a most auspicious occasion.

Construction on the building now proceeded rapidly. The plan to place commemorative tablets in the building brought a fine response; pledges were converted into cash and in May, 1925, it was announced that through the generosity of the friends of Bethel College, the laboratories, lecture rooms, offices, and storerooms for the departments of biology, chemistry, mathematics, and physics would be ready for occupancy by the opening of school in the fall. Considerable new equipment was also added with the completion of the building. A good friend, alone, donated \$750 to the equipment of the chemistry department. Nevertheless, considerable sums had to be borrowed before the building could be made ready for occupancy.

Once again, as in previous crises, the friends of Bethel College had rallied to its support and prevented it from sinking to the level of a junior- or second-rate senior college. The building has been pronounced by educators as one of the finest of its kind in the state. In it the dreams and hopes of more than twenty years had finally found their realization. No longer were apologies in place in student solicitation because of inadequate facilities for instruction in the sciences; and the requirements of the State Department of Education and of the North Central Association in this respect need no longer loom up as dreaded spectres on the horizon of accreditation. Once more trust in God and faith in the friends of education and in the principles of Mennonitism had carried the institution through to victory.

A few comparative figures will show the significance of the building for the particular field which it was intended to serve.

COMPARATIVE ENROLLMENTS⁶

	1924-25	1925-26
All departments	408	454

DEPARTMENTAL ENROLLMENTS⁷

Chemistry	24	58
Botany	31	46
Zoology	19	41
Agriculture	0	14
Physics	2	12
Mathematics	73	95
Total	149	266

The increase in attendance was 22 per cent. Omitting the figures for agriculture, which was not given in 1924-1925, and for mathematics, which was not particularly cramped for quarters in the Main Building, the increase in science enrollments was 100 per cent. The percentages of science enrollments relative to the total enrollment were about 19 and 34, respectively, for the two years.



SCIENCE HALL, 1925

C. The Faculty Turnover

The year 1924-1925 saw the usual revolution of the faculty wheel of fortune. Mrs. Blatchley, Miss Hooley, Miss Knostman, Kesselring, and Sands severed their connection with Bethel College in the spring of 1924. The following new members were elected to the respective positions mentioned: A. D. Schmutz, Mus.M., professor of instrumental music and theory; Abr. Warkentin, instructor in Bible and German; Mrs. Cora Molzen Haury, A.B., assistant in history in the Academy; D. S. Pankrat, A.B., instructor in science and mathematics; Elsie M. Ester, B.A., instructor in home economics and supervisor of the Dining Hall; John Thut, A.B., instructor in voice and public school music; Alleen Woodbury, art; and Duff Middleton, violin.

Mostly, the persons called were experienced teachers. A. D. Schmutz had been a former instructor in Bethel College. He had taken additional training in the Bush Conservatory of Music, Chicago, and was to be called as head of the music department.⁸ Just how this call was to be reconciled with the call issued to W. H. Hohmann the year before is

not clear, but the result of the conflicting calls caused considerable misunderstanding and some friction in the department. Warkentin was a refugee from the Russian revolution. He had received his education in Russia and in Germany and had twelve years' teaching experience in these countries. Mrs. Haury, Miss Ester, and Thut, too, were not novices behind the instructor's desk.

The Committee on Administration was also entrusted with the responsibility of recommending teachers for several prospective vacancies for the ensuing year. D. E. Harder was given a year's leave of absence, but did not resume his work at Bethel College thereafter. Mrs. Cora M. Haury, Miss Linscheid, Miss Woodbury, Mr. Redmond, and Mr. Pankratz severed their connection with the College. New instructors were called as follows: A. P. Friesen, A.B., instructor in physics; J. D. Epp, A.B., B.D., instructor in English; J. J. Voth, A.B., Th.M., instructor in Bible and science. These men were not novices in the schoolroom, and all had done work toward a higher degree.

With the coming of A. P. Friesen separate departments of physics and chemistry were organized, and the work in each department considerably expanded to meet increasing demands. Under Friesen's skillful direction the department made fine progress and soon came to be recognized as one of the most efficient in thoroughness of instruction, and in the preparation of students for graduate work. The chemistry department, however, remained handicapped, as only part-time could be devoted to the department by the instructor in charge because of other administrative duties. It was not until ten years later when a full-time competent instructor was secured that the department could be built up in accordance with student demands. The department of biology, under the competent direction of J. H. Doell, grew rapidly in the new quarters and became one of the most popular departments in the institution.

Faculty members spent the summers mostly teaching in the summer school or attending graduate schools. At times some were asked to visit the churches in the interests of higher education. Miss McAllister, instructor in French and Spanish at Bethel College, spent a part of the summer of 1924 in Old Mexico, but real vacations in the mountains of Colorado or at other summer resorts were a rare exception for the Bethel College faculty during these years.

D. Recognitions

In the spring of 1925 an invitation was extended to B. F. Welty to give a recital at Bethel College on the occasion of the twenty-fifth anniversary of the Bethel College Oratorio Society. The occasion was to be observed by a rendition in his honor of "The Creation," by Haydn. This was the composition given at the Oratorio Society's initial appearance twenty-five years earlier with Welty as director. The invitation was accepted.

but Welty passed away before the time set for the rendition of the program arrived. A brief memorial service was held in his honor at the program at which he was to have been the guest of honor. He had remained a friend and benefactor of Bethel College to the end of his life. The purchase of the Welty Home and its donation to Bethel College have been mentioned. In his will he bequeathed his piano, his library, both general and musical, and his stereopticon and slides to the institution. Mrs. Welty had preceded him in death in 1919.

In 1925 the board of directors conferred an honorary Master of Arts degree on H. H. Ewert, former Halstead Seminary Principal, for important services rendered Mennonite education in Canada.⁹

In forensics Albert J. Penner carried off state honors in 1925 with his oration, "The Old and the New." In the National Peace contest in New Bedford, Massachusetts, he won second place among more than a dozen contestants from as many different states.¹⁰

In the fall of 1924, the Science Club reorganized under the name, "The Delta Sigma Society." The membership in the Society was limited, stricter membership requirements were imposed, and in accordance with the general trend of entrusting greater responsibilities to students in the activities of the institution, students were given greater control in the conduct of the Society. A third College literary society and a *Deutsche Literarische Verein* were also organized about this time.

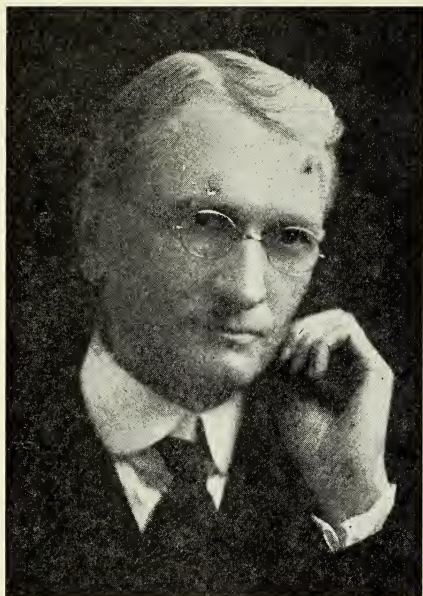
At the request of the Western District Conference the program of the Bible Week held in January, 1925, included a course in Sunday school work. The first "Retreat," or Institute for Mennonite Young People in this area was held on the Bethel College campus in August, 1925, with C. E. Krehbiel as director. Classes in religious work, addresses by prominent speakers, and recreation constituted the main features of the program.



DER DEUTSCHE LITERARISCHE VEREIN, J. R. Thierstein, Sponsor.

CHAPTER XVI

JOHN W. KLIEWER BEGINS HIS SECOND ADMINISTRATION (1925)



J. W. KLIEWER, PRESIDENT
1911-20; 1925-32

Dr. Langenwalter had retained nominal connection with Bethel College for some time after his release from the duties of the presidency, but on February 23, 1925, the board accepted his resignation. The knotty problem of the presidency once again confronted the board. Several possibilities were considered by the board, among them Dr. Theodore O. Wedel, son of the first president of Bethel College.¹ However, he refused to allow his name to be considered in this connection. At the March meeting of the board several ballots were taken, which increasingly pointed to J. W. Kliever as the person most prominent in the minds of the board members for the vacancy, and he was finally issued a call. The call was accepted and he entered upon

the duties of the office August 1, 1925.²

The committee on administration was continued under the name of "Advisory Council to the President." The committee had been elected annually by the board of directors and had functioned for a few years in the capacity designated by its name. Gradually, however, it came to be consulted less and less and finally was discontinued. The newly-elected president was honored by Garret Biblical Institute and Bluffton College each conferring the Doctor of Divinity upon him the same spring.

When J. W. Kliever took over the duties of the presidency of Bethel College for the second time (August, 1925) a number of important problems confronted him. Of these, the financial situation was uppermost and

it involved a number of problems, directly or indirectly. That the situation was one of great difficulty will be evident as the story proceeds.

A. The Board and the Faculty

1. *Reorganization of the Board.*—The early organization of the board was simple. Business was transacted mostly by the board as a whole, by its officers, or by the business manager. The Ninth Annual Catalog (1901-1902) is the first one to list an auditing committee. The twentieth Annual Catalog (1912-1913) lists a business committee but not an auditing committee. During the early years this simple organization of the board served the purpose satisfactorily; but, with the growth of the institution, an entire reorganization of the board and its procedures was found advisable. Accordingly in February, 1918, the board elected a committee of three from their number to draw up rules and regulations for the operation of Bethel College.

The committee consisted of H. P. Krehbiel, R. A. Goerz, and P. H. Richert. It performed its task with thoroughness, taking a whole year for the purpose. It called a special committee from the faculty—G. A. Haury, P. J. Wedel, S. Burkhard, J. E. Hartzler, and A. B. Schmidt—into consultation. It submitted its report to the entire board in February, 1919, under the heading "Rules and Regulations for the Board of Directors and the Faculty of Bethel College."

The report provided for four committees; an Executive Committee, a Committee on Teachers, a Finance Committee and a Committee on Final Appeal and Investigation. It also provided for the election of a custodian in addition to the already-existing officers of the board. The duties of the respective committees and officers were described in detail as were the qualifications of faculty members. The report being adopted by the board, the following committees were elected in accordance with its provisions: Executive Committee, R. A. Goerz, J. G. Regier, H. P. Krehbiel; Committee on Teachers, P. H. Richert, P. P. Wedel, B. W. Harder; Finance Committee, H. P. Krehbiel, P. H. Unruh, C. J. Goering. The entire board was to function as a Committee on Final Appeal and Investigation. J. G. Regier was elected custodian. These committees were to put the new plan into operation.

In view of the religious controversy, then at its height, the report also defined "academic freedom" as interpreted by the board of directors and the faculty. It was defined as teaching within the limits of the fundamental doctrines of the evangelical churches, viz: "the deity of Jesus, the inspiration of the Scriptures, the Old and the New Testaments as the Word of God." The distinctive Mennonite doctrines; "opposition to organized secrecy, to the taking of the oath, to the participation in war, and the acceptance of the doctrine of baptism upon confession of faith,"

were included in the definition. Teaching that confines itself within these limits was defined as satisfying the requirements of "academic freedom."

2. *The Reorganization of the Faculty.*—In the case of the faculty, too, it had become evident even before the beginning of the decade, that the old method of transacting faculty business by submitting all matters to the entire faculty was neither adequate nor up to date. In 1910 a forward step was taken by a simple organization intended to facilitate the transaction of business. It was as follows: G. A. Haury, secretary of the faculty; E. R. Riesen, principal of the normal department; Lena B. Hunzicker, dean of women; D. H. Richert, dean of men; E. R. Riesen, athletics. An executive committee consisting of the president, the secretary, and the two deans, completed the organization.³ In 1911 several committees were appointed and assigned specific duties. These included: a committee on coordinating dates, a committee on library-book purchases and a committee on enrollment.⁴

The catalog of 1912-1913 for the first time lists a complete organization. Ten committees of three members each were appointed as follows: Registration and credits; religious work; public and social occasions; newspaper reports; literary work; athletics; catalog and advertising; library; grounds and buildings; and order and discipline. It was a decided step forward; much of the work which formerly took up the time of the entire faculty was now disposed of in committee. In 1917 a committee on recommendations was added to the other committees; its purpose was to gather information and make recommendations for applicants for teaching positions. In this catalog, too, were given for the first time the academic training and teaching experience of the faculty members.

The faculty meetings of these years dealt largely with routine matters pertaining to students, curriculum, extracurricular activities, etc. In 1929 a little variety was introduced by the presentation of a study of the distribution of the grades in several Kansas colleges made by the registrar. The question of financially delinquent students was a perennially recurring subject of discussion in faculty meetings during these years. Just why the faculty should spend time on this subject which would seem to be a question for board action is not clear. The discussions generally were barren of results.

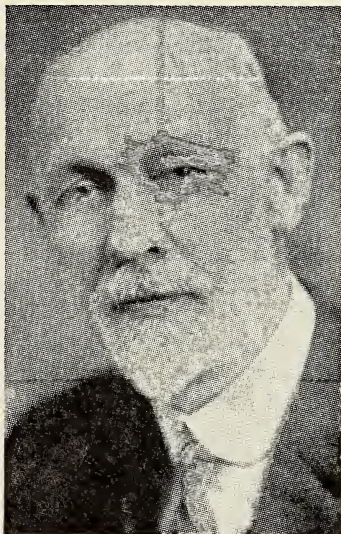
The faculty members found but little time for research except in connection with their graduate studies. In 1929 Professor A. P. Friesen published an article in the *Physical Review* and in the *Bulletin of the American Physical Society* on a "New Theory of the Rectifying Action of the Aluminum Cell." Articles from the pens of faculty members were, however, common in church and College publications.

An effort at closer cooperation between two sister Mennonite colleges was made in the spring of 1927 by arranging a social evening for the

faculties of Tabor College and Bethel College jointly at Bethel College. A few other similar gatherings were held alternately at the two institutions; but, the idea failing to get a firm foothold, the matter was dropped.

3. *The Faculty Kaleidoscope*.—The seven years of President Kliever's second administration also saw many changes in the faculty. Several new factors entered into the situation and were in part responsible for the changes. For accreditation by the North Central Association faculty members were required to meet certain standards, which required additional academic preparation on the part of some of them. The introduction of practice teaching and the discontinuance of the Academy were responsible for other changes in the make-up of the faculty. Internally, too, Bethel College seemed unable to settle down to the quiet routine of college life. These causes, added to the usual ones operating in bringing about changes in a college faculty, resulted in an unusually large turnover in the Bethel College faculty during these years.

In February, 1926, G. A. Haury, Sr., resigned his position as treasurer and business manager, asking for a leave-of-absence of one or two years because of impaired health. He had spent the thirty-three years of his connection with Bethel College in closest application to the various duties devolving upon him; as professor of English and Latin (1893-1911), as professor of Latin (1911-1926), as secretary of the faculty (1903-1926), as member of the business committee (1912-1920), and as treasurer and business manager (1920-1926), besides being actively interested in the church and the civic affairs of the community. Becoming ill about the middle of May, he missed his first day of school because of sickness in more than thirty-six years of teaching.



G. A. HAURY, Sr., 1863-1926

Instead of following out his plan of taking a complete rest by cessation of work and a change of climate, he was compelled to enter the hospital, where his condition steadily became worse, and he passed away on June 18, 1926. He was the last member of the original Bethel College faculty. A keen intellect, sound judgment, a strong but withal pleasing personality, firm convictions, positively but not dogmatically expressed, wide reading and intelligent observation gave him a breadth of outlook and a sympathetic attitude that made him one of the chief moulders of educational policy, not only during the early years of Bethel College, but throughout

his busy lifetime. A fine sense of humor and the ability to tell as well as appreciate a good story made him almost an ideal companion.

His loss was deeply felt by both faculty and students. After the opening of school in the fall, a memorial service was held for him in the College chapel on October 9, at which his services to the community, to the church, and to the College, respectively, were especially emphasized. At the close of the program it was suggested that a G. A. Haury Professorship in Classical Languages and German be established in his memory. The suggestion was later approved by the board of directors and the annual meeting of the Corporation. Fifty thousand dollars was the goal set. Contributions to the fund were to be in smaller amounts and as widely distributed as possible. At the close of the school year about \$2,000 had been subscribed to the fund.

The place left vacant by G. A. Haury Sr.'s death was filled by the appointment of J. M. Suderman as business manager, of Mrs. A. F. Tieszen (Wanda Isaac), A.M., as instructor in romance languages, and of J. F. Moyer as secretary of the faculty. At the same time A. F. Tieszen, A.B., was called to the position of instructor in Bible. Tieszen was a graduate of Bethel College; he had done graduate work in his field and had some teaching experience. He took the place of D. E. Harder, who had taken a year's leave-of-absence, but who had failed to resume his work at Bethel College on the expiration of his leave. Miss Chalcea White, A.B., was elected as dean of women and instructor in home economics in 1926. At the close of the year J. M. Suderman, John Thut, and Irma Haury resigned their respective positions. J. F. Moyer was relieved of most of his teaching load to take over the office of treasurer and business manager. Miss Hooley was elected secretary of the faculty. With the discontinuance of the Academy, J. J. Voth was assigned to manual training and Bible in the College. A reorganization of the departments of education and history being undertaken in 1927, A. J. Regier, A.M., was called as head of the department of education and G. R. Gaeddert, A.M., as head of the department of history. Both men had done work beyond the Master's degree and had had administrative and teaching experience. H. C. Gregory was called to the position of voice and public school music but discontinued his work at Bethel College at the end of the first semester.

Several resignations also took place at the close of 1927-1928. J. D. Epp, G. A. Haury, Jr., and A. D. Schmutz severed their connection with Bethel College. The year 1928-1929 again saw many new faces in the faculty. R. G. Gronewald, A.M., was elected to the position of economics and sociology, Walter Miller, A.B., physical training, Elsa M. Haury, A.B., voice (second semester), and Olga Hiebert, A.B., Mus.B., organ and assistant in piano. Mrs. Alma Nelson and Miss Ruth Frank served as instructors in voice and piano, respectively, during the year. With

the resignation of Schmutz, Hohmann was made acting dean of the department of music. In 1930 he was made dean. The bewildering number of changes during these and the following years was in part the result of the board's action encouraging study for advanced degrees.⁵ Thus leaves were granted to the following during these years: A. J. Graber (1926-1927), A. Warkentin (1927-1929), J. E. Linscheid (1928-1929), G. R. Gaeddert (1930-1932), Mariam Penner (1930-1931), J. H. Doell, Mrs. Phillips and R. G. Gronewald (1931-1932), and A. P. Friesen (second semester 1931-1932). Professors Richert, Hohmann, and Friesen had each earned the master's degree in 1928.

The resignations at the end of 1928-1929 broke all records. Miss White, Miss Haury, Miss Hiebert, Miss Ester, Miss McAllister, Mrs. Nelson, Miss Frank, Mr. Middleton, and Mr. Miller resigned their positions with Bethel College. Replacements were made as follows: Otto D. Unruh, A.B., athletic director and sociology; Rose M. Stucky, B.S., A.M., home economics; Dorothy Kies, Mus.B., voice; Margaret Stanley, Mus.B., piano and theory; Mrs. Mamie K. Phillips, A.B., home economics and dean of women; Mariam Penner (Mrs. Herbert R. Schmidt), A.B., French and Spanish and director of athletics for women; and Mrs. R. D. Wilbur, violin.

The roster of those resigning in 1930 was not as long as that of the preceding year. It consists of the following names: A. F. Tieszen, Mrs. A. F. Tieszen, Miss Kies, and Miss Stanley. The letter of resignation of A. F. Tieszen, instructor in Bible, is significant because it goes to the heart of much of the difficulty between the constituency and Bethel College. In a sharply worded letter to the board he says that he feels that Bethel College is not in sympathy with his teaching, that Bethel College does not want "the scientific spirit to prevail in all departments," that the College is "riding the fence," and that he no longer feels free to teach the truth as he sees it.⁶

This letter, together with a letter of resignation sent in by President Kliewer to the board of directors about two months earlier, but not accepted by the board, gives us the key to much of the trouble in both of the Kliewer administrations. President Kliewer in his letter gives among his reasons for resigning his "failure to unite the liberal and conservative elements of the constituency." Professor Tieszen was of the more liberal type of thinking. This was not at all the attitude of the bulk of the constituency. President Kliewer, while himself doubtless inclining toward the conservative type of thinking, attempted "to unite the liberal and conservative elements of the constituency," but found them too difficult to reconcile. This attitude cost President Kliewer as head of the institution the confidence of much of the constituency. In his letter of resignation he expressed the "feeling that a more thoroughly equipped school man should be placed in charge," that is as president of the College.

Tieszen's appeal to the scientific spirit or method deserves a little further consideration. The scientific method has done much good as an instrument of investigation, not only in the field of science but also in its application to other fields; but it is purely the product of the human intellect and as such subject to the weaknesses and imperfections of the same. Its strength and weaknesses are the strength and weaknesses of the human intellect. To regard the human intellect as the infallible arbiter in every field of human endeavor shows either ignorance or a willful disregard of the lessons of history, especially the history of science.

The new instructors in 1930-1931 were: R. E. Anderson, Mus.M., voice; Wilhelmina Bixel, A.B., Mus.B., organ and assistant in piano; J. B. Heffelfinger, A.B., A.M., supervisor of critic teachers; and P. S. Goertz, B.D., A.M., philosophy and religious education and dean of the College. In addition to the above the following substitutes took the places of those on leave: J. M. Hofer, A.M., history; Jennie M. Hiatt, A.M., French and Spanish; and Edith Hess, A.M., economics and sociology. All the new instructors were well qualified by both training and experience for the positions to which they were called. J. B. Heffelfinger, superintendent of the Newton city schools, served as supervisor of student teaching at the College.

Miss Stucky resigned her position in 1931 and Miss Margaret Barrett, A.M., had charge of the work in home economics during Mrs. Phillips' absence in 1931-1932. V. E. Brown, Ph.D., taught the classes in biology during J. H. Doell's leave-of-absence the same year. Two important additions to the faculty took place in 1931 by the call of Ed. G. Kaufman, Ph.D., to the position of vice-president and professor of sociology, and of P. E. Schellenberg, Ph.D., as professor of psychology. Both were university trained men, thoroughly interested in education, who brought new ideas and new methods to the institution. Kaufman was an alumnus of Bethel College, who had had wide experience in teaching, in the mission field and in administrative work. Schellenberg was a man of broad training, deeply interested in his specialty, with a good background of teaching experience.

In 1928 P. J. Wedel had completed twenty-five years of service with Bethel College. The occasion was given special recognition at the Alma Mater meeting. He was presented with a sum of money contributed by students and faculty members. It was the second occasion of its kind in the history of the school's thirty-five years of existence. Only too rarely have such occasions occurred in the history of Bethel College, as the story of the faculty in the preceding pages abundantly shows.

B. Academic Development

1. *Curriculum Trends.*—Comparatively few changes were made in the curriculum during the years 1925-1932. The tendency toward the

applied, the practical, in education is unmistakable. Industrial arts, introduced in the previous decade, but discontinued for a time, was re-introduced in 1926. In the following year the offerings in both industrial arts and home economics were greatly increased, in 1931-1932 majors leading to the B.S. degree were offered in these departments. At first this degree was also conferred upon students majoring in mathematics and the natural sciences, but it was later restricted to majors in applied lines of work only.

The multiplicity of degrees offered in our American educational system is reminiscent of the confusion of tongues in Bible history. Standardization in this respect would certainly appear highly desirable "Observation," that is, a firsthand study of teaching problems was introduced in 1928, being done in the grades and high school of the Newton city system. It was followed in 1930 by "Supervised Teaching," that is, the actual participation of the student under supervision in the activities of the schoolroom. Courses in methods of teaching special subjects, mathematics, English, German, etc., were introduced about this time. They met with little favor and were discontinued after a few years' trial.

The study of Latin was discontinued in 1930. It was just one phase of the change of emphasis that was taking place in student interest, a change which might be characterized as away from the purely cultural to the applied, the practical in education. In the language field it manifested itself in a change of emphasis from the classical to the modern languages; in other fields an increased interest in the natural sciences, the introduction of pre-medical, pre-engineering (1930), and other "pre-" courses and in increased interest in applied courses. A decline in the study of German also becomes more noticeable in the early thirties, being due doubtless largely to changing conditions in the home communities.

A course in "Orientation" without credit was introduced in 1926. It was intended to help the new student to adjust himself more readily to his environment. The course did not prove popular with the students, doubtless, partly because of its non-credit feature. In 1931 the name of the course was changed to what was hoped to be a more palatable title, "Educational Guidance"; the non-credit feature being retained, the change had little effect upon the popularity of the course. In 1929, "Freshman Day" was introduced. One day during the opening week was devoted to a program intended to enable freshmen to become better orientated.

2. *The Department of Music.*—The department of music made steady progress during these years. A music teacher's certificate in piano had been offered almost from the very beginning and similar certificates in organ, voice, and violin were added from time to time. These certificates, however, received no state recognition; they merely certified to the completion of certain courses outlined in the Bethel College catalog. These courses were maintained for some time even after the introduction of

majors and the granting of degrees in music. A "Grafonola" was added in 1913-1914 to aid in the instruction in music appreciation. A public school music course of two years, leading to a state teacher's certificate, was introduced in 1925.

In 1926 collegiate courses in piano and violin were introduced followed by a similar course in voice the next year. These courses, offering majors in the respective departments, led to the A.B. degree, but did not qualify the student for a teacher's certificate. In 1930 two special degrees in music were introduced; Bachelor of Music and Bachelor of Music Education. The former was planned for students who desired to study music for its cultural and aesthetic value mainly; the latter was a music supervisor's course and led to a State music teacher's certificate. However, these specialized courses have received only limited patronage from students, since the state certificate granted on them is limited in scope. In 1932 a major in music leading to the A.B. degree and to a certificate of less-limited scope was introduced. There has been a liberal sprinkling of music majors qualifying for the regular teacher's certificate since.

The growth of the department may be judged from the number of musical organizations officially recognized in the annual catalog. The catalog of May, 1925, lists only the Bethel College Oratorio Society; the catalog of May, 1932, lists: the Bethel College Community Chorus,⁸ the music club, the men's chorus, the ladies' choir, the men's quartet, the ladies' quartet, the *a cappella* choir, and the band. Some of these organizations originated prior to this period but were not given official recognition until this time.

These organizations, both for men and women, having made repeatedly longer tours through Mennonite communities have given Bethel College much favorable publicity. They have also been an important factor in linking up alumni and ex-students with the institution. In the glee club reunion of 1930, twenty-two years, i.e., every class since 1908, was represented. The *a cappella* choir, under the able direction of W. H. Hohmann, has received not only state-wide but national recognition. It has toured the country from Oklahoma to Canada and from California to New York. It won first place in the State Intercollegiate Contest in 1931 and second place in the Missouri Valley Contest in the same year in competition with such institutions as the Universities of Kansas, Oklahoma, Missouri, and Texas, seven schools participating in the contest. Hohmann was invited to enter his chorus in the national contest to be held in New York in March, 1931,⁹ but the invitation could not be accepted.

Class instruction in applied music, piano, and voice was introduced in 1932, the first attempts being rather tentative in their nature. The band as a really functioning organization dates back to the early thirties. Its success was due largely to the enthusiastic and persistent efforts of R. E. Anderson.

3. *The Academy Discontinued.*—The discontinuance of the Academy in 1927 is deserving of more than just passing mention. The Academy had continued for thirty-four years, or including the Emmatal and the Halstead schools, for forty-five years. More than 3,000 students had attended. It had played the leading part in the higher education of the Mennonites in the Central West until about 1920, but for some years the balance had been shifting toward the side of the College. In the early twenties its continuance became more and more questionable. The attendance dwindled. The local high schools, because of their proximity and lower cost, had been attracting the young people of high school age.

In 1926-1927, its closing year, the Academy had enrolled only thirty students.¹⁰ As the attendance decreased the financial burden of the College increased. In the year preceding its closing the deficit in the Academy alone was about \$5,000.¹¹ These considerations weighed heavily in the balance; and, when the question of continuing the Academy came up for consideration at the annual meeting of the Corporation in 1926, only a few voices were raised in its behalf. There were a few friends who plead for its life, but to no avail, and it was decided to discontinue the Academy the following year.

Perhaps financial considerations were given undue weight in the decision to discontinue the Academy; but perhaps too, on the other hand, the decision helped to keep Bethel College off the rocks which appeared so dangerously near that drastic action was absolutely necessary. Perhaps drastic action earlier and along other lines could have saved the day for the Academy.

In its broader aspects the wisdom of this action may well be questioned. Was the Academy merely duplicating the work of the public high school, or could it make a contribution of its own to Mennonite education? Were the high schools emphasizing the things the constituency desired most? Was the atmosphere of the high school conducive to the development of those qualities of character and life which the Mennonite home and the Mennonite church cherished most, which were nearest to the hearts of the Mennonite constituency? Elementary education in the form of public and parochial schools was in the hands of local authorities and a Mennonite constituency could conduct them under state law as was considered best for the future of the child and the community.

On the level of higher or college education too, Mennonites can put their own wishes and ideals into practice through their own institutions of higher learning. On the level of a secondary education, however, there now exists a gap which breaks the continuity of the educational program, and which may largely neutralize the effects of both earlier and later training. The ideal way would appear to be to provide a continuity of training and experience for our youth throughout their formal education, that would make for a wholesome, thoroughly integrated Christian

personality. That such a program implies additional cost to the constituency is evident; but, doubtless, it would repay the constituency in a more unified religious leadership, and a higher and more harmonious congregational and denominational life.

4. *The Bible School Division.*—The Bible School division, introduced in 1921 was discontinued in 1925. Thereafter the Western District Conference sought to continue this work under the supervision of its Committee on Education in cooperation with its Home Missions Committee but found considerable difficulty in launching the project. In 1927, the Home Missions Committee called W. F. Unruh to establish a church worker and Sunday school teacher-training course in Bethel College. Mr. Unruh was an alumnus of Bethel College and had been in training for the foreign mission field. He accepted the call and organized the work along lines laid down by the International Council for Religious Education. He had been fully accredited for this work by the Council.

Bethel College had no connection with the project but furnished the necessary facilities for its operation. The school was intended to prepare young people who did not qualify for college entrance for service in the church. Unlike the course of the Bible School division, which covered three years, this course was completed in six months, but both had the same general purpose. The attendance, however, was small, eleven students being enrolled for this first session. In 1928 Unruh, having been given a call to the foreign mission field, resigned from the position, which had included besides the Bethel Bible School, the office of field secretary for the Sunday schools and Christian Endeavor Societies of the Western District Conference.

Inability to secure a suitable instructor, small attendance, and financial difficulties caused the school to be discontinued at the close of the six-month's session.¹² It was planned to continue the work in the form of "Institutes" in the congregations if possible;¹³ but Unruh could do little more than visit churches in the interests of Sunday school and Christian Endeavor work before taking up the work in the mission field, and after his departure all efforts along this line were discontinued.

The religious life and activities of the students continued much along the same lines as heretofore. Bible and mission study classes, community service, work with the children of the poor in the city were continued and the work at times broadened to the extent of supporting a foreign student at Bethel College or a native missionary in some foreign country. Contacts with other institutions were maintained. In 1926 the State Student Volunteer Convention was held at Bethel College. Attendance at the Estes Park, Colorado, Y.M.C.A. and Y.W.C.A. student conferences by representatives of Bethel College became quite regular. In 1928 the Student Volunteer Band gave a reception to the Student Volunteer Bands of Tabor College and Friends University; and, in general, religious activi-

ties were directed not only toward strengthening the religious life within, but also to widening the scope of service without.

On assuming the presidency of Bethel College in 1925, J. W. Kliewer resigned the pastorate of the Bethel College Church and H. A. Fast was called to the position. Following Fast's resignation in 1931, J. H. Langenwaller of Wichita served as part-time pastor beginning in September, 1931. From 1932-35 J. W. Kliewer again served as pastor.

5. *Rise of Departmental Clubs.*—At the opening of the school year 1928-1929 the "literary societies," which had for some years been leading a rather precarious existence, decided by mutual agreement to disband permanently. For some time there had been a shifting of interest among the students from the more or less general topics discussed in these societies to the more specialized fields of the student's particular interests. At any rate the decline of these societies was contemporaneous with or followed closely by the organization of many departmental clubs, the Physics Club, the Music Club, the Cheminar, the International Relations Club, the Peace Society, etc. The larger student body and increased curriculum offerings, doubtless, were contributory causes to this shifting of interest.

Perhaps the societies had outlived their usefulness, but something was lost to student life with their discontinuance. They taught the student to see that "there are two sides to every question," to take a definite stand on a question, and to defend the position he had taken. It helped in many cases to arouse interest in and make a study of problems that lay far off the beaten paths of daily instruction for the student, thus making for alertness of mind as well as breadth of interest in student life. The trend was irresistible, however, and literary societies have become just another casualty in the onward march of Bethel College.

In so far as the departmental clubs that were organized to replace the literary societies were evidences of a tendency toward increased specialization, they also sounded a note of warning. A high degree of specialization, characteristic of and essential to a university, is hardly to be regarded as the function of the small church-related college. For though such an institution must maintain a standing that will draw and hold an intellectually alert and hungry youth and should foster sufficient research to appeal to an intellectually inclined faculty, yet its primary purpose cannot be merely to increase the intellectual capital of the students, or to extend the boundaries of knowledge, or to prepare highly trained specialists in specific fields. It must be and must remain the servant of the church or denomination which founded it; it must prepare its workers, help it maintain its fundamental principles.

Specifically in the case of Bethel College, it must build solidly upon the foundation expressed in the motto selected by its founders (I Cor. 3:11). In the course of seeking to serve the denomination to the fullest

extent, it may expand its field of activities, but it must never lose contact with the constituency. That there is a possibility, yes a real danger, in the liberal arts college of emphasizing the intellectual at the expense or to the detriment of the spiritual, no one acquainted with the problem of the liberal arts college will deny. The church-related college must be constantly on the alert to maintain a proper balance between spiritual values and intellectual values in curriculum, in faculty, in every phase of its activities.

6. *Academic Honors.*—To maintain a high level in scholarship and conduct, the faculty in 1926 introduced an honor system. It gave recognition to academic achievement, to development of character, and promise of future usefulness. Since the question of what qualities of a student deserve special recognition is open to argument, there always have been some lukewarm supporters of such a system in the faculty. The system introduced in 1926, was two fold: (1) it gave recognition to meritorious achievement of students in the work of the current year; and (2) it established an honor society, the "Order of the Golden A," which gave recognition to meritorious work for the student's entire college course. In the former case, the students achieving honors were to be presented at the Alma Mater Meeting; in the latter the students were to be presented at the annual commencement, their names were to be published in the annual catalog, and they were to be elected to membership in the Honor Society mentioned above. Which of two opposite sentiments, joy and exultation at receiving the awards, or disappointment and heartaches at hard and honest effort going unrecognized, predominated at such presentations must forever remain unsettled; that both were experienced, sometimes in a very high degree, no one who has had intimate, official contacts with students at such times will deny.

7. *Recognition in Various Fields.*—During these years Bethel College students and ex-students were beginning to receive wider recognition, especially in the academic field, but also in other fields. At the Hartford Theological Seminary, A. J. Penner, '25, was awarded the Wm. Thompson Fellowship which gave him two years' study at the universities of Oxford or Berlin. Victor Haury, '27, became research assistant at the University of Minnesota; Ann Suderman, '22, accepted the position of bacteriologist in Queen's Hospital in Hawaii, and later became serologist there; Hugo Wall, Ac. '19, was elected head of the political science department at the University of Wichita; Edgar Showalter, former student, accepted a position on the editorial staff of the *Kansas City Kansan*. He had previously been head of the department of journalism at Hays Teachers College; Elma Richert, '30, graduate student at the University of Kansas was elected to Phi Beta Kappa, and the names of E. E. Leisy and Theodore A. Ediger, both former students, appeared in *Who's Who Among*

American Authors, doubtless the first Bethel College students to achieve that distinction.

Four alumni of Bethel College, who were teaching in different sections of the State, produced debate teams that won first place in their respective districts and were thus entitled to enter the state contest at the University of Kansas. They were: Marvin Linscheid, '29, Gerald Pearson, '29, Anton Richert, '28, Curt Siemens, '30.¹⁴ Missionaries J. B. Frey, Ac. '03, and J. R. Duerksen, Ac. '11, had been given recognition for their translation into the Hopi language of portions of the New Testament and the Catechism respectively.¹⁵

8. *Foreign Students*.—In 1931-1932 six students from foreign countries attended Bethel College. Two, James Liu and Stephen Wang, from China, were products of the Mennonite mission in that country and were brought to this country by missionaries Ed. G. Kaufman, A. M. Lohrentz, S. J. Goering, and others for the purpose of further preparation for Christian work in their native country and for closer acquaintance and fellowship with the Mennonite churches which were supporting the missions in China. They travelled quite extensively, visiting especially the young people's societies of the Western District, and were warmly welcomed everywhere. Both received their degrees at Bethel College and returned to their native country to take up educational and religious work among their people.

The other four were John Bekker, Maria Reimer, Susie Penner, and Mrs. Anna K. Neufeld. They were refugees from the Bolshevik regime in Russia and had found their way to America via Siberia, China, and the Pacific Ocean. The thrilling story of the experiences of these girls, their railroad trip from Moscow to the Amur River, the boundary between Siberia and China; the cold, wet ride on Siberian ponies on a windy night; the hide-out in the tall grass, the crossing of the Amur River aided only by a plank, the dangerous ride down the Amur in a small steamer, hidden among the supplies in the hold or in the engine room, to avoid being discovered by Soviet guards who halted and boarded the boat at intervals—these are some of the experiences these girls were forced to undergo. Their story is told in the *Bethel College Bulletin* of February, 1932, Volume 19, Number 1. All four of these completed the requirements for the degree and became alumni of Bethel College, as did one or two other refugees, whose story is less well-known.

9. *Revision of Rules and Procedures*.—During these years many administrative functions were performed by faculty members carrying full teaching loads. That faculty members at times found it difficult fully to meet their responsibilities can well be believed. Efforts to remedy such a situation by a multiplicity of rules are mostly "love's labor lost." Nevertheless, they are sometimes the only way out. In 1927 rather elaborate rules and regulations were adopted which were intended to take up some

of the slack which had gradually accumulated. They dealt with many phases of student life: work, conduct, religious aspects, dormitory life, class- and chapel absences, etc.

One of the vexing problems judging from the faculty minutes of these years, was class absences. These originated from a variety of causes, some quite legitimate, others less so. The constituency was mostly rural and many students were called upon to help out during the busy season on the farm; others were sent out on student-solicitation missions; still others went out to hold religious meetings; athletic contests, concerts—all were involved and some of them at times cut heavily into required attendance in classes or in religious meetings. Many of them were, of course, due to student willfulness or indifference, too. At best it was a matter difficult to regulate; especially since at times it was a question of balancing the good of the institution, in a measure at least, against the best interests of individuals or classes.

In 1927 the activity-point system was revised, by making the number of points dependent upon the load the student carried and the quality of the work he did during the preceding semester. In the same year it was decided that freshmen whose high school records fell below certain standards were to be admitted conditionally and that the names of all such students be presented to their respective instructors with a view to a better mutual understanding. The weakness of the plan was that insufficient information was available for real guidance in the case of the incoming freshmen.

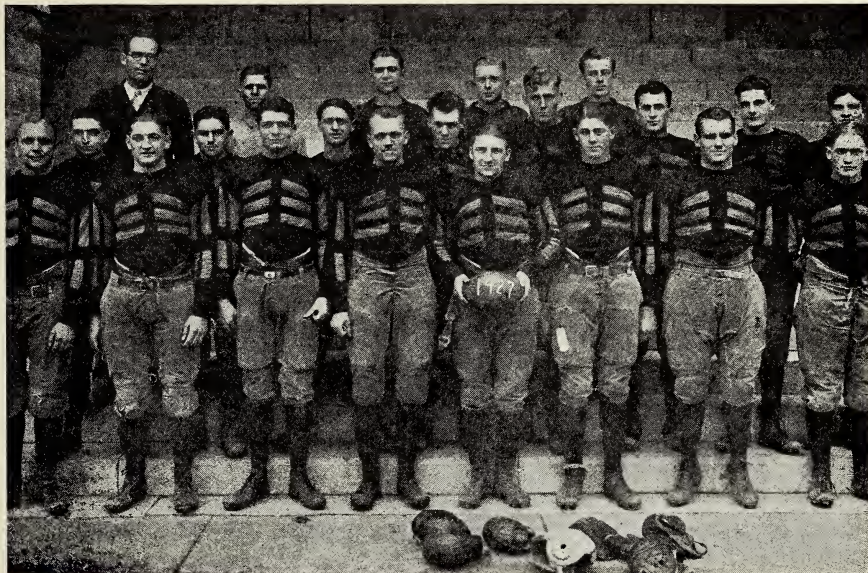
In 1929 definite scholarship standards were established for class promotions as well as for the degree. In 1931 a heretofore arbitrary limit upon student loads was replaced by a ruling by which such loads were regulated by the previous academic achievement of the student. While no one of these, nor all of them together, proved a panacea for all the ills of college life, they nevertheless had a salutary influence upon student work and student life.

The plan of holding Monday afternoon and Saturday forenoon sessions soon proved to have its disadvantages also. It was found that in practice, unlike in mathematics, two halves are not always equal to one whole. Instructors, too, to avoid conflicts which implied a loss of students, soon began to shift classes to Monday forenoon, and instead of a five-day week, a five and one-half day week resulted for students and instructors. The question of returning to a full five-day schedule was submitted to student vote several times but always with a negative result. Faculty objection, however, gradually overcame the opposition and the standard five-day school week was reintroduced in the fall of 1933.

Beginning in 1927 commencement exercises, held at first in the chapel, then in the gymnasium, were held in the Newton City Auditorium in order to accommodate the large audiences. An innovation in commence-

ment procedure was introduced in 1932 when the faculty appeared for the first time in academic garb and formal procession. The custom has been maintained since.

10. *Extracurricular Activities.*—Extracurricular activities, especially in forensics, continued successfully. Intercollegiate debates were held in "neutral" territory and decisions were given by the audience. In 1926 Bethel College won every decision in the southern division which included



FOOTBALL SQUAD, 1927-28

Front row: Waldo Schmidt, Art Waltner, Karl Kliewer, John Buller, Raymond Moulds, Erick Claassen, Clarence Spangler, Edwin Harms. *Middle row:* Albert Graber, Dewey Yoke, Walter Graber, Frank Wirt, Irwin Schmidt, Henry Ewert, Amos Henry, Willis Rich. *Back row:* Coach G. A. Haury, Chas. Kannapel, Eric Penner, Ted Claassen, Leo Brandt.

besides Bethel, Fairmount, Friends, and Southwestern. In 1927 both men and women debaters broke even in their debates. In oratory Bethel College took part in the State Peace Contest, the Anti-Tobacco Contest, the State Extempore Speaking Contest and the Old Line Oratorical Contest during these years. In 1927-1928 both men and women orators represented Bethel College in the Pi Kappa Delta State Convention, and in 1928 the college debaters represented Bethel College in the Pi Kappa Delta in Tiffin, Ohio. Though only occasionally achieving first place, Bethel College generally ranked in the upper bracket in these contests.

In intercollegiate athletics the record was less satisfactory in so far as games won is concerned; but perhaps the record is the more creditable

because the many defects especially in football, instead of causing discouragement and loss of interest, seemed rather to spur on to renewed efforts and greater determination to make a creditable showing. The spirit back of these games was not primarily the desire to win. The usual work in physical training was maintained. Calisthenics, tumbling, volleyball, basketball, etc., formed a regular part of the physical training for both men and women. The Pep Club was organized in the fall of 1926. The group consisted of fourteen students, seven boys and seven girls, chosen by the Student Council. Its emblem was the bantam rooster; its costume, white sweaters and white trousers or skirts; its purpose, to stimulate interest in and arouse enthusiasm for intercollegiate athletics.

Although student recreation followed the usual pattern during these years, it became somewhat more thoroughly organized. Soccer football, introduced in 1925, formed a popular sport among students for a time, but was discontinued after only a few years. In 1927 a standard, quarter-mile running track, laid out by the county engineer, was completed by the students. It was financed by a drive for "100 fives" initiated at the preceding Letter Men's banquet. In 1931 the Committee on Student Supervision and Social Activities was asked to submit plans for student recreation. Roller skating, recommended by this committee and for a time proving very popular, has not been maintained regularly.

"The capacity to think and to reason is the great endowment of the human mind. God must have had great confidence in the human mind when he said: 'Come now, let us reason together.' To think and to reason means to manipulate ideas in the solution of problems; Thinking is problem-solving. Thinking is a labor-saving and a trouble-saving device. Thoughtlessness has meant no end of trouble for many people . . . To teach people HOW to think, rather than WHAT to think is the major purpose of Christian education."

—J. E. Hartzler, *Christian Foundations*, p. 129.

CHAPTER XVII

THE DEPRESSION AND ITS DIFFICULTIES

The economic depression of 1929 had far-reaching repercussions. The farm and business constituency of Bethel College was hard hit. Throughout of its history the school was always handicapped because of insufficient financial support. The depression made matters even more difficult. Colleges and universities everywhere were struggling for their very existence. Naturally it took some time to realize how serious the situation really was. Dark as the picture was, nevertheless, there were also encouraging developments and achievements.

A. Bright Spots in the Dark Picture

In spite of hard times in general, efforts were put forth and developments took place, in various areas of the school which made for hope and encouragement even if only of a somewhat temporary nature. A few of these deserve brief discussion here.

1. *Campus and Other Improvements.*—In 1925 the County Commissioners of Harvey County authorized the construction of a ditch that diverted the water of the Kidron from its natural course through the western part of the campus to Sand Creek east of the campus. The ditch, crossing the northern edge of the campus, relieved the flooding of roads and basements in the western part of the campus. County, township, and city authorities cooperated in this improvement. In the same year the custom of hanging electric candles for the Christmas season on the big cedar tree in front of the Main Building was inaugurated. It was continued till the beginning of the Second World War. Two new residences were erected on the campus in the summer of 1925 by Professors A. D. Schmutz and J. M. Suderman, and another by G. A. Haury Jr., in 1929.

Instructional facilities were improved along several lines during these years by the completion of additional laboratories. The home economics laboratories in the Science Hall, hitherto unfinished, were completed in 1929 through the generous gift of G. Zerger. The following year the J. H. Voth family completed the industrial arts rooms, also in the Science Hall. The graduating class of 1930 provided the new chapel seats, though the expense was not borne by the class alone. About 1929 serious discussion about rebuilding and modernizing the pipe organ began, but it was not until the Women's Association of Bethel College took the matter in hand some years later that the organ was rebuilt and modernized.

In 1927 the basement room of the north wing of the Main Building

was converted into a stack room for the library. This room has had a checkered career; it served at some time as student quarters, as quarters for the commercial department, as art room, as classroom, as manual training shop, paint shop, museum, and any other use for which no other room seemed available. The room previously occupied by the library was set aside as a reading room. It was a great improvement in library facilities in every way. The new reading room, which could accommodate about eighty persons, served the purpose admirably for the time being.

Valuable donations were made to the library during these years. Mr. E. B. Krehbiel, Ac. 1900, donated 134 volumes in 1928, mostly on international relations. The class of 1898 presented the latest edition of the *Encyclopedia Britannica* as an anniversary gift; Missionary and Mrs. G. A. Linscheid donated some seventy volumes, and the heirs of Aaron Claassen, of Beatrice, Nebraska, donated a large number of volumes from his library. The donations from H. O. Kruse and J. G. Ewert have been mentioned previously. As a result the Bethel College Library received nearly 700 volumes between May, 1929, and May, 1930, alone. The library now contained over 14,000 volumes, and a good collection of clippings, music scores, and pictures.

In the fall of 1927 the museum was transferred from the Main Building to the basement of the Science Hall. The transfer was made without proper supervision, and loss and confusion to the collections resulted. Though sadly neglected, the museum received an occasional valuable addition during these years. In 1930 three former Bethel College students—Emil Haury, Waldo Wedel, and Glen Fuller—who were pursuing archaeological studies in the Southwest, sent a collection of articles characteristic of early Southwestern Indian cultures. In 1931 a model of the Leper Asylum and Hospital in Champa, India, founded by Missionary and Mrs. P. A. Penner, found a home in the Bethel College Museum. It made the rounds of Mennonite communities with Penner in his travels.

Among other campus problems that were the cause of much complaint and discussion was the question of sewage disposal. Because of the extremely difficult financial situation, it was felt that nothing could be done. The sanitary conditions on the campus remained unsatisfactory and a source of much irritation. Transportation between the city and the College, too, proved an apparently unsolvable puzzle throughout these years. In 1926 H. F. Unruh began a bus line for the benefit of faculty and students, but he discontinued it after a little more than two years' trial. The College, which then undertook the service, did not find it a paying proposition. In 1931 a taxi company from Newton, which put on a limited service, did not maintain it either.

2. *Aggressive Publicity.*—Comparatively little, doubtless too little, attention had been paid to organized publicity for Bethel College in the

past. Most of the publicity hitherto obtained was carried on in connection with financial campaigns; but such spasmodic efforts cannot take the place of sustained, even if less spectacular, efforts if the institution is to be kept prominently before the constituency. In the fall of 1926 the *Bethel Collegian* made its first appearance as an independent publication. With proper circulation, it could have been made an effective agent of publicity, but it was given mostly only local circulation. Beginning in 1929, it was again published in the *Evening Kansan-Republican* and the *Mennonite Weekly Review* to give it wider circulation.

Another opportunity that was allowed to slip by without proper utilization was a proposition by the Herald Publishing Company of Newton offering the columns of its periodicals "for the good of the College."¹ This opportunity, if wisely and persistently used, might have become a channel of wide and favorable publicity. To be sure this editorial work would have imposed additional tasks upon the administration, board, and faculty. The matter was turned over to the Student Council, which published merely a weekly news column from Bethel College in these publications.

In the same year a number of Bethel College annuals were distributed among neighboring high schools for publicity purposes. The student Y.M.C.A. and Y.W.C.A. entertained the high school seniors with a view to interesting them in Bethel College. In 1928 a committee of five was appointed from the faculty to work out a plan for the systematic advertising of Bethel College. Various programs were given with publicity as their chief purpose, such as the play, "The Prodigal Son" (German), under the direction of Professor Warkentin; a dialect program in which the following dialects were represented: *Pennsylvania Deutsch*, *Platt Deutsch*, *Schweizer Deutsch*, *Baierish*, and *Schwäbisch*; and a musical program over station K.F.H., Wichita, by the girls' chorus.

In 1930 the board of directors purchased a quarter-page advertisement in *Who's Who Among American Colleges and Universities*.² It also published 1,500 copies of a publicity bulletin to assist in the financial campaign and for general "advertising purposes."³ Other plans for increased and more systematic publicity for Bethel College were set in motion in 1932. These stressed especially visits to local high schools by smaller groups of students such as a college men's quartet, a dramatics group, a "cosmopolitan" group, which in this case consisted of an American, a Chinese, and a Russian student, etc.

Much free and favorable publicity was given Bethel College by the local press. In 1929 the faculty sent a letter of thanks to the editor of the *Evening Kansan-Republican* for the fine publicity he had given the College during the recent financial campaign. Not always, however, was the publicity of such a favorable character, even from papers within the "household of faith." This is quite evident from the action of the board

of directors which instructed its officers "to prepare a statement for publication in the *Herald* and the *Mennonite Weekly Review* to correct erroneous statements which appeared there recently."⁴

Ground was also broken about this time for closer cooperation between alumni and ex-students. The idea seems to have had its roots in the campaign for the Science Hall. In that enterprise alumni and ex-students cooperated closely with the board in soliciting support for Bethel College. At the alumni banquet in 1930 out of a total of forty-seven classes graduated since 1890, forty-one were represented. The usual gathering of Bethelites at the State Teachers' meeting of that year was replaced by a banquet on the campus on Homecoming Day.

3. *Parent-Student Day—Booster Banquet.*—An innovation destined to exert a beneficial influence upon the relation between constituency and institution was Parent-Student Day first introduced in 1931 in connection with Founders' Day. The observance consisted of a program which in general has been followed in subsequent observances of the day. The first program was as follows:

Organ Music.....	Miss Bixel
Song—America	Audience
Prayer.....	Rev. C. C. Wedel
Welcome Address.....	President Kliever
Solo	Professor Anderson
Address: What the Student Expects of the	
Constituent Homes of the School.....	Elizabeth Haury
Music	Mixed Choir
Address: What Kind of Influence Do Parents Expect Bethel	
Should Exert Upon Their Children.....	P. F. Quiring
Music	College Quartet
Address: The Hope of the Community for	
Bethel College.....	Mayor W. J. Adams
Song—Alma Mater.....	Audience

The program was followed by a trip through the College buildings and students' rooms, a luncheon, and a social hour.

In May of the following year the first Booster Banquet was put on. This consisted of a banquet and a program held in Alumni Hall sponsored by the Newton Chamber of Commerce. Tickets were \$11.00 per couple, \$1.00 for the meal and \$10.00 as donation to the College. The following program covers the entire event:

5:30	Visiting Campus, Buildings, Museum, etc.	
7:00	Dinner and Program	
	Prayer.....	Rev. P. A. Penner
	Music.....	Bethel College Quartet
	A Word of Appreciation.....	J. W. Kliever
	Short Address.....	President Elect E. G. Kaufman
	Solo.....	Prof. Russel Anderson
	Address of Evening.....	Dr. W. A. Elliott, Pastor
		First Baptist Church, Ottawa, Kansas

The purpose was to promote good feeling between the College and the community as well as to improve the finances of the institution. About 400 persons attended the first banquet and over \$2,000 was realized from it.

4. *In Memory of the Pioneers.*—In the fall of 1927 at the Founders' Day observance, the memory of the three men whose names stand out most prominently in the genesis of Bethel College were honored by the heirs of one of these men in the form of a bronze memorial tablet placed in the lower hall of the Main Building bearing the following inscription:

Honoring the Memory
of

J. J. KREHBIEL
DAVID GOERZ
B. WARKENTIN

Whose vision, devotion
and loyal cooperation helped
to leave Bethel College
as a legacy
to the Mennonite Youth.

"And Their Works do Follow Them."

Erected by
The Anna L. Krehbiel Estate

The idea of erecting a memorial to the pioneer immigrants who settled in the Middle West in the seventies of the preceding century had been broached on various occasions in the past, but with no tangible results. The Western District Conference in 1925 voted to erect a building on the Bethel College campus which would serve the double purpose of a Memorial Museum and a Bethel College Library. The idea was promoted mainly by a group of men interested primarily in Mennonite history and in preserving Mennonite traditions and memories of early Mennonite culture. The proposed building was to house the Bethel College library, the collections of the Mennonite Historical Society, both present and future, and to serve as headquarters for the Society. The estimated cost of the building was \$50,000. This relatively small sum would seem to imply a lack of vision or an imperfect understanding of what was really involved in the enterprise. Perhaps as so often in similar cases, only immediate needs were thought of, with little attention to the possibilities of future growth and expansion. Possibly the estimate was made low to avoid too severe a shock to the constituency in submitting the plan. A committee was appointed to draw up plans and to cooperate with the Bethel College board of directors in carrying out the plan. The Bethel College Corporation a few weeks later granted the Conference a building site, and solicitation of funds for the project was begun by the committee, but pledges only, no cash, were solicited by the committee. It was a

time of economic depression and at the same time cash solicitations for the famine-suffering brethren in Russia were made on a large scale, and the committee could make but little progress. At the 1931 session of the Western District Conference the committee asked to be discharged; a communication from the Historical Society intimated that the Society was ready to continue the work as an independent project. The matter was dropped as a combined Conference and College project.

B. The Problem of Accreditation and Finances

The seriousness of the economic depression became increasingly evident. A larger enrollment would have helped the school financially as well as otherwise. The ever recurring question of full accreditation, however, affected adversely both the enrollment and the financial support. The problems all hung together: enrollment depended on accreditation and accreditation, in large measure, depended on finances which in times of an oncoming economic depression are exceedingly hard to come by.

1. *The Need for Accreditation.*—The most important problem for the immediate future then was the matter of state and national recognition. In 1926, ten years after the first accreditation by the State, Bethel College received notice from the State Board of Education that no longer would Bethel College be recognized for purposes of certification, but the credit of its junior and senior years would henceforth be evaluated on the same basis as the University of Kansas and the North Central Association evaluated them. This ordinarily meant a loss of credit of as much as 10 per cent in the work of these two years; it also meant that seniors would no longer be granted certificates upon graduation. The work of the freshman and sophomore years would continue to receive full credit.

The consternation among the students at the opening of the school year 1926-1927 when this action of the State Board became known can well be imagined. A delegation of students went to the University of Kansas with a view to enroll there; but, on being assured that the work of Bethel College would be given a sympathetic evaluation by the University, they returned.⁵ The president and the registrar visited the offices of the State Board in Topeka and of the University at Lawrence for consultation. As a result the State Board finally suspended its action for another year, though it passed a ruling that certificates granted to Bethel College graduates would have validity for only one year. The storm calmed down somewhat, but it would certainly recur in intensified form next year unless Bethel College could meet the requirements of the State Board and the State University. If not, doubtless the fifty juniors and seniors of the preceding year would quietly slip away to other schools, and Bethel College would find itself just another junior college.

The situation was intensified by the fact that from time to time the standards of the accrediting agencies were raised, and accreditation thus

became more difficult to achieve from year to year. At the same time the increases in faculty salaries demanded by the North Central Association were at least in part responsible for regularly recurring annual deficits.

The situation was eased considerably when in June, 1927, a letter was received from the State Board of Education assuring Bethel College that it would remain on the accredited list. This action was in part the result of a visit to Bethel College of representatives of the State Board of Education and of the University of Kansas and an evaluation of the qualifications of Bethel College instructors. This was done by an examination by the University authorities of all the credits earned by Bethel College instructors. The strenuous efforts that were being made by Bethel College to meet accreditation requirements in the form of persistent but tactful efforts by President Kliever also played an important part in the final outcome. The action of the State Board placed seven departments of Bethel College on the accredited list. The work of the other departments was subject to evaluation before approval. This arrangement was to hold for two years. It gave Bethel College a breathing spell, which it sorely needed to set its financial house in order.

At the suggestion of the Mennonite ministerial meeting in 1926 the board of directors had called a special meeting of pastors and deacons of the various churches to consider the problem of an endowment campaign. The meeting was held on October 27, in the First Mennonite Church in Newton where various reasons were given for the failure of the constituency to support Bethel College adequately. Some of the reasons mentioned were: insufficient emphasis on the German in the College, laxity of discipline, too much athletics, modernism, together with other minor points. The board assured the constituency that these charges or complaints would be looked into.

The difficulty with the accrediting agencies lay mostly in the finances. Library, laboratory facilities, administrative setup, and faculty were rated as fair, although as intimated above, not all faculty members could meet the standards set for their departments. On the financial side, Bethel College was far below requirements, being unable to meet present, to say nothing of constantly rising, requirements. In 1928 the conditions of accreditation by the North Central Association were: an endowment fund of \$500,000, or of \$300,000 plus an additional assured income of \$10,000 annually. A large proportion of the endowment fund of Bethel College at this time consisted of pledges most of which were perfectly good; but the North Central Association refused to recognize pledges as a part of the endowment unless the income from them was properly guaranteed.

One alternative was to seek to convert the pledges into cash and to invest the money in good securities. About \$100,000 in pledges needed to be converted in this way at this time in order to meet the second of the above-mentioned conditions for accreditation. These conditions

would have to be met by the fall of 1929 if Bethel College was to retain its standing with the State Board of Education. In 1930 Bethel College was informed that accreditation could be secured by: (1) an endowment fund of \$300,000 fully paid up and invested in good securities at 5 per cent interest, plus (2) an average of freewill contributions of \$10,000 a year during the preceding five years.⁶ For the current year about \$3,000 was lacking of the above amount. This would have to be made up by solicitation by September, 1930, in order to meet this condition.

2. *Grasping at Straws.*—In the meantime efforts were made in a variety of ways to improve the financial situation of the institution. The stock method of soliciting the constituents could always be depended on to bring at least some returns. In the summer of 1926 W. J. Baumgartner of the University of Kansas, a former student of Bethel College, was employed by the board of directors to conduct a financial campaign in and around Newton. The Newton Chamber of Commerce assisted in this campaign; and, though the goal of \$75,000 for the city of Newton was not nearly attained, more than \$25,000 was added to the endowment fund.⁷

In connection with this campaign there was considerable discussion regarding the feasibility of making Bethel College the Newton Junior College—and have Newton pledge \$100,000 toward its support, the argument being that Newton thereby would fulfill its original promise of \$100,000 for Bethel College made in 1888, provided the school were moved to Newton from Halstead. The Newton pledges came to only about \$30,000 so the plan was dropped. The proposed plan was hardly deserving of serious consideration, involving as it did dual control, the junior college under a publicly-elected board, and the senior college under the regular Bethel College board. Such dual control could easily lead to friction. The preponderance of lower classmen under non-church control would be likely to determine the tone or atmosphere of the school. By giving away control over the first two years, Bethel College would have bartered away the trust imposed in it by the founders, thereby greatly lessening its influence in the particular sphere in which it operated. That the plan was even considered shows, however, how serious the situation at Bethel College was becoming.

At this time also mergers with other institutions—notably the “peace” colleges in this area, Friends, McPherson, Hesston, Tabor—with Bethel were talked about, but no real progress was made. The many factors involved—faculty, curricula, buildings and equipment, endowments, joint control, and last but not least the constituency—made such a problem an extremely complex and difficult one.

Another suggestion from a member of the joint committee of inspection from the State Board of Education and the State University that visited Bethel College in 1927, was to the effect that the three Mennonite Colleges

in this area—Hesston, Tabor, and Bethel—divide the work of Mennonite education among them, one taking over the Academy, another the Junior College, and the third the Senior College. The suggestion, however, was not given publicity. Mennonites are too individualistic and perhaps also too suspicious of each other to turn a particular area of the educational field over to any one group even though that group be brethren of their own faith.

A little later another attempt, even though only an incipient one, was made in 1930 when President Kliever was asked by the board of directors to appoint a committee to be ready to confer with a similar committee from Tabor College regarding the possibility of amalgamation of these two colleges.⁸ The committee appointed consisted of President Kliever; A. J. Regier; the business manager, J. F. Moyer; and board members P. P. Buller and P. H. Richert. The record is silent regarding the work of the committee; in fact, it seems doubtful that the matter was ever placed before the entire committee.

Meanwhile the efforts of the board to increase the endowment were bearing fruit. The field secretary, Henry Riesen, bore the brunt of the burden of this financial campaign as he had done in the case of the Science Hall. By September, 1927, a total of \$100,000 had been added to the endowment fund. A local campaign in Newton in 1929-1930 brought in subscriptions to the amount of nearly \$50,000. Unfortunately the debt of the institution was also increasing rapidly and the accrediting agencies insisted on subtracting the debt from the endowment in determining the financial standing of institutions.⁹ The increase in the endowment was thus not all net gain to the institution.

In the financial campaign the Alumni Association instituted "rally days" in the different communities which were to create interest in Bethel College. Such rally days were held in Kansas, Nebraska, Idaho, California, and wherever larger groups of Bethel students could be found. In 1928 the copyrights of Professor C. H. Wedel's books, *Geleitworte* and *Bilder aus der Kirchengeschichte*, were sold to the Herald Publishing Company on a percentage basis of the retail prices of the books in stock, and various other expedients were resorted to in the hope of improving the finances.

More profitable investments of the endowment fund were constantly sought. The board held several sessions with representatives of insurance companies, who tried to interest the board in their securities, but apparently without success. The board decided to sell U. S. Government bonds which were commanding a premium and to invest the money in mortgages bearing a higher rate of interest. Pledgers were besought to redeem their pledges in order that the money might be invested in securities acceptable to the North Central Association. Every bit helped, but even taken altogether it was still too little.

3. *Attitude of the Board and of the Corporation.*—The annual Corporation meetings were lavish in their encouragement to the board and in appreciation of its efforts. These meetings had a way of ending in a note of optimism and hopefulness, but the debt kept getting bigger and bigger. Perhaps the annual reports of the board and the President were too optimistic in view of the actual situation. They stressed the encouraging features, growing sphere of influence of the institution, the increasing endowment, etc., but said little about a steadily growing debt. Not that this was covered up, but it was hardly given the emphasis it deserved. While a tone of optimism is always preferable to one of pessimism on such occasions, such a tone must rest on a solid foundation; a false optimism can lead only to disaster.

The couplet,

*"Nur frisch hinein,
Es wird so tief nicht sein,"*

used in the opening sermon of one of the annual Corporation meetings during these years, seems to have given the keynote of much of the board's action. Unfortunately, the board did find the financial waters deep, uncomfortably deep, in the course of only a very few years. That the financial situation was growing steadily worse was, of course, known to the constituency, and the apparent effort to pass over it lightly was not calculated to instill confidence. A favorite argument, that assets were growing faster than the debt, seems to have acted as an opiate upon those in immediate authority. It is not assets but income that enables an individual, or an enterprise, to keep its head above water.

4. *Attempted Financial Reforms.*—The refusal of the North Central Association to accept pledges as satisfactory endowment led the board and the Corporation to a realization that their methods of dealing with unpaid notes and pledges and the right to vote in Corporation meetings had in some ways not been handled in a very businesslike manner in the past. The 1929 Corporation meeting appointed a committee of five to submit to the next annual meeting a recommendation regarding the right to vote of members who had not paid their notes or pledges. Doubtless, back of this action was the hope that this would induce delinquent members to pay their dues and possibly others to redeem their notes and pledges in cash.

Much confusion and irregularity of procedure were found to exist in this matter, and when the situation was probed into in connection with accreditation certain weaknesses stood out rather glaringly. The business office was quite conscious of this, but neither board nor Corporation seem to have paid much attention to it before this time. In 1929 the board of directors decided not to issue Corporation-membership certificates until the full amount of a pledge of \$100 or more had been paid.

This practice was in direct contrast to earlier procedures when membership certificates were issued upon any note or pledge of \$100 or more regardless of the amounts paid in.



EXECUTIVE COMMITTEE, COLLEGE BOARD OF DIRECTORS, 1931

R. S. Haury

C. C. Wedel

R. A. Goerz

J. W. Graber

J. J. Buhler

C. J. Goering

The special committee of 1929 reported to the annual Corporation meeting in 1930 as follows: (1) No certificates of membership are to be issued for non-interest-bearing pledges until a total of \$100 has been paid; (2) membership certificates shall be issued for interest-bearing notes only if the board finds such notes good and safe. Failure to pay

the interest on such notes for two years would result in forfeiture of the right to vote, but this right could be restored on payment of all the interest in arrears.

The important question before the board and the Corporation was: How can Bethel College qualify for membership in the North Central Association? The report of the special committee to the 1930 Corporation meeting dealt largely with the method of underwriting pledges so as to make them acceptable to the North Central Association. The Corporation gave the board a free hand to obtain "the most favorable conditions possible to meet the financial requirements in respect to accreditation by the State of Kansas."¹⁰ The vote on this question was by ballot, 2,358 for and 142 against the resolution. It was now the board's responsibility to take the next step. The underwriting of the pledges by a trust company was not much favored by the North Central Association; therefore, the plan was never put into effect. The board was requested to look for larger gifts, even if that effort necessitated going beyond the limits of the denomination. The board was also authorized to transfer as much of the contingent fund to the endowment fund as necessary in order to make a better financial showing.

It was perhaps to be expected that in the intensive campaign of solicitation that was being carried on at this time misunderstandings would arise. Early in 1930 the board received a communication from a group of out-of-state brethren, who had pledged about \$2,500 to Bethel College, asking to be relieved of their pledges, because "we were prevailed upon and signed the pledges against our will. We cannot fulfill our promises in good faith and willingly."¹¹ The matter was given into the hands of President Kliever, but with the understanding that, for the present at least, the pledges be not returned. The record is silent on the final outcome.

There was, however, much sacrificial giving by the constituency also. One brother postponed the purchase of an automobile in order to assist Bethel College financially; a congregation postponed remodeling its church building and gave the money to Bethel College; tenants subscribed as much as \$500.¹² The well-to-do also shared this spirit of giving: two 80-acre farms were donated to Bethel College, and in 1929 Gerhard Zerger donated \$4,000 to Bethel College in memory of his sister for the purpose of equipping the home economics laboratories. In 1930 the well-known philanthropist of Wichita, Kansas, A. A. Hyde, made a donation of \$1,000 to Bethel College. Of the donations made to Bethel College at this time, many were in the form of pledges, and, while helping Bethel College financially, did not bring the institution nearer the real goal for which it was striving—accreditation by the North Central Association. The debt at this time, approximately \$100,000, was about equally divided between the building fund and current deficits.¹³

5. *Deterioration in the Financial Situation.*—The decade was one of great economic depression, especially toward its close. In spite of the many different ways in which the board sought to raise money and improve the financial situation, it found that it was necessary to borrow money for current expenses. Contributory causes to the increasing financial embarrassment were: students asked for and were given credit on their tuition; contributions from the constituency became less and less; student activities too, having been badly managed, the board of directors found itself morally, if not legally, bound to take over a considerable Student Council debt. A group of well-meaning friends of the institution had installed floodlights on the athletic field in 1930 to encourage football. No College funds were used for this purpose; the cost, guaranteed by a group of about thirty friends of the institution, was to be paid out of the proceeds of the games. On final payment the lights were to become the property of the College.

The venture, however, proved a failure and the lights eventually reverted to the company which had installed them. The College was not out anything on the venture, but the impression produced, especially upon those who were unacquainted with the situation, was not at all favorable to the College. Some unfavorable publicity was also given the College by some of the local papers. The special session of the Conference took note of this in the following resolution: that "the papers that have made erroneous statements of the financial status of Bethel College correct such statements in keeping with the actual financial status of the College as it now exists."¹⁴

The debt had increased from \$16,276.59 in 1923 to \$31,960.94 in 1926; to \$95,408.18 in 1928; and to \$100,834.91 in 1930.¹⁵ The significance of this trend should certainly have been obvious to everybody. With the rise in debt the credit of Bethel College went tobogganning. In 1930, the custodian reported that it was almost impossible to secure private loans to refund other loans coming due.¹⁶ The board authorized its officers to negotiate a first-mortgage real estate loan on the College campus and buildings with the Regier Loan and Abstract Company of Newton for a sum not exceeding \$100,000 preferably for ten years with interest at 6 per cent, payable semi-annually.¹⁷ The finance committee and the business manager were instructed to draw up plans for creating a sinking fund that would take care of the bond issue. It is not without significance that President Kliever was instructed at the same time to write a letter to members of the Corporation, "explaining the nature of our mortgage-bond issue."¹⁸ Fifty thousand dollars was borrowed at once and the interest from interest-bearing endowment securities was to be used to pay the interest on the bonds.¹⁹

The action of the board is difficult to justify. By pledging the interest from endowment securities toward the payment of the interest on the

bonds, it was cutting its income for running expenses. It was drawing a portion of the income of the institution into channels that diverted it from the original purpose for which it was intended. Deficits now would result not only from insufficient student income, tuition, etc., but also from decreased income for running expenses from the endowment fund. The action appears pretty much like burning the candle at both ends.

Later in the same year a second issue of mortgage bonds was arranged for by the board.²⁰ In justice to all parties concerned it should be said here that Bethel College was not the only institution that appeared dangerously near becoming mired. Similar situations confronted denominational institutions quite generally over the country. In January, 1931, President Kliever represented Bethel College at a meeting of small colleges in Indianapolis, Indiana, the purpose of which was to form an association that would assist them in bettering their financial situation.²¹ There were about 700 of these smaller colleges in the country. Bethel College joined the movement, which had for its purpose placing before the public in a cooperative way the importance of these schools and their proper financing and equipment. The meeting was the result of a survey which showed that more than one-half of the liberal arts colleges were in a critical condition, though admittedly filling a real need in our system of higher education.

6. *The Faculty Acts.*—A variety of other expedients were resorted to, such as transfers of funds and interfund borrowing, but without giving permanent relief; perhaps they had rather the opposite effect, arousing a false sense of optimism through devices that were at best only temporary makeshifts. The debt in 1931 had risen to \$121,986.02.²² These figures should have given ample cause for alarm to those directly responsible; but apparently they did so more to the faculty than to the board. For some years mutterings had been heard among faculty members who saw how the finances were going. Apparently neither the president nor the board thought it proper or advisable to consult with the faculty on the financial situation.

Faculty salaries were being paid and perhaps that should have sufficed; but certainly the faculty had as vital interest in the matter as anyone, but it was pretty much ignored in the whole matter. Both the board and the faculty were sailing the same ship. It is a poor sailor who seeing the rocks ahead refuses to change the course or at least sound a warning. In the fall of 1931, a group of fourteen faculty members drew up a statement over their own signatures, and sent copies of it to the president of the College and the president of the board of directors. The statement expressed apprehension over existing conditions, urged definite action by the board to safeguard the future of the institution,²³ and included some positive suggestions regarding the financial situation.

The statement aroused some feeling, but it also brought action on the

part of the board. A joint meeting of board and faculty was called "to consider plans for a financial program for the year."²⁴ The board at last began to look the financial situation squarely in the face and to do something about it. Preliminary steps in this direction had been taken prior to this time by the establishment of an administrative council consisting of the president, the vice-president, the dean of the College, the registrar, and the business manager. One of the duties of this body was to check on departmental expenditures.²⁵

The council submitted a financial program to the board which it adopted as follows: Fifty thousand dollars was to be raised for each, current expenses and endowment fund; some detailed plans for cooperation by board and faculty, suggestions regarding solicitation, possible sources of gifts and the forms which such gifts might take were included.²⁶ It also suggested part payment of instructors' salaries in bonds.²⁷ This was, of course, only borrowing money from the College faculty and in no way helping to hold down the debt.

Other attempts to improve relations with the constituency and improve the Bethel College finances were set on foot. Greater publicity in the form of bulletins of information to the constituency, awakening more interest in Bethel College by sending College groups out into the field, efforts to present the needs of Bethel College to the churches through visits by members of the board and the faculty, more intensive student solicitation, planning for a balanced budget, etc., were some of the things to which the board definitely committed itself. Members of the faculty agreed to donate 10 per cent of salaries, provided these salaries were raised to meet North Central Association standards; in March, 1932, the budget was cut by approximately one-third of the previous year's budget.

In 1931 also the first Parent-Student Day was observed. Its purpose was to bring together in closer cooperation parents, the College, and the students. It has been maintained since and has proved a real source of strength to the institution in bridging the gulf that was tending to form between constituency and College. It is one of the big days of the school year at Bethel College and is fulfilling its purpose admirably.

7. *The Constituency Becomes Alarmed.*—In spite of all efforts, the outlook refused to brighten. Erroneous statements regarding the financial status of Bethel College appeared in some of the local publications and this did not improve the situation. The extreme gravity of the situation aroused strong sentiment in the constituency for a return to Conference control of the \$100,000 fund collected by the Conferences in 1918-1920 and transferred by them to the Bethel College Corporation. At the initiative of a few brethren a special session of the Western District Conference was called for April 6, 1932, in which the question of the real ownership of this fund was squarely met. It will be recalled that the resolutions adopted by the Conference and those adopted by the Corpora-

tion on this matter were somewhat at variance and that both parties to the agreement seemed to prefer to let the matter rest in this way instead of settling it outright. The entire history of this fund was carefully reviewed at this special session.

The following letter from the students was read to the Conference and, doubtless, it had its value in helping the delegates to decide on the wisest course to take.

To the Western District Conference:

We, the students of Bethel College, wish to express our appreciation to the constituency of our school for its sacrifices and devotion. We feel grateful for the sacrifices that have been made to bring to reality the purpose and ideals of those whose vision saw the need of a Christian institution of higher learning. We believe that these sacrifices have not been in vain. We value highly the opportunities that this institution is offering in preparing the young people not only along purely educational lines, but also along moral and religious lines, such as are necessary for a Christian life.

We trust that even in the face of difficulties Bethel College may continue to be recognized as an institution of merit by its constituency as well as by its accrediting agencies. But above all we would see the Christian influence of Bethel College continue by means of an increasingly thorough consecration to Christ, our Lord and Savior. To these ends we would work in harmony with those in positions of leadership.

The Bethel College Student Body.

Approved in Assembly, April 5, 1932, by standing vote as follows: Approving the letter, 135; rejecting it, none; not voting, 9.

The final vote in the Conference on the question took the form of the following resolution:

In view of the fact that the discussions regarding participation of our Conferences in the control of Bethel College have resulted in a willingness on the part of the Corporation to relinquish seven of its thirteen directors to the Conferences as soon as a fund of \$100,000 has been collected and transferred to the Corporation; and in view of the fact that the conditions of such transfer have been legally met on the part of both parties, the Western District Conference in special session this day expresses its conviction that the said \$100,000 do not constitute a special fund of the Western District Conference, but belong to the Endowment Fund of the Bethel College Corporation.²⁸

The resolution was adopted by a vote of 149 to 131.²⁹ The narrow margin in favor of the resolution is significant, especially in view of the fact that memberships in the Conference and in the Corporation were pretty much identical. That the critical financial situation of Bethel College at this time gave abundant cause for alarm cannot be denied, and perhaps the contributors to the fund should not be blamed too severely for their efforts to rescue it from what appeared impending disaster. Viewed in the broader sense the effort to wrest this money from the Corporation can hardly be considered a wise move. The effect upon Bethel College would have been disastrous had the Corporation been forced to give up the fund or the income from it; and the effect upon

higher education among General Conference churches in the West can readily be imagined had Bethel College been forced to close its doors, or even to reduce to the status of a junior college. While it is idle to speculate on what the ultimate effect would have been had the result of the vote been otherwise, one can readily foresee the possibility of complications that could only result in harm to the cause of Christian education.

The fund had been turned over to the Corporation in accordance with the agreement between Conference and Corporation, and it is difficult to see on what basis the Conference could lay claim to it. The subsequent history of Bethel College has vindicated the action of the Conference in every way. Soon after the Conference meeting the faculty of Bethel College adopted a resolution expressing appreciation for the action of the Conference, and suggesting to the board of directors the adoption of a resolution, as a token of good will to the Conference, that the \$100,000 be kept inviolate as an endowment fund and only the interest be used for current expenses.³⁰ This resolution was in line with the desires of the Conference regarding the Conference portion of the endowment fund and, doubtless, helped to allay any feelings of distrust among the constituency regarding the future of the fund.

C. Resignation of President Kliever (1932)

During the very difficult and critical years described on earlier pages, President Kliever had repeatedly expressed a desire to be relieved of the duties of the presidency, but he was prevailed upon to continue in office. In 1930 he was given some relief by the establishment of the office of dean and the election of P. S. Goertz, B.D., A.M., as dean of the College. However, in March, 1932, he again sent in his resignation with the intimation that it was final. The reasons given were: the need of a younger person for the heavy responsibilities of the office; the steadily increasing debt of the institution; a natural bent that preferred the classroom or the pulpit to the strain of business life—and the presidency was becoming more and more a business proposition—and dissatisfaction among faculty members at the prospect of Bethel College losing its standing with accrediting agencies.

The board accepted the resignation with an expression of "our gratitude for the long period of faithful service which he has given to our College," and with the hope that his "influence on the student body can be retained as pastor of the Bethel College Church."³¹

1. *An Evaluation of the Situation.*—With the resignation of President Kliever in 1932, the board of directors of Bethel College found itself in a situation unparalleled in the history of the institution. The debt had risen to over \$141,000. There was much dissatisfaction among the faculty and much distrust among the constituency. The attempt to salvage the

fund contributed by the Conferences to the endowment fund from what appeared an impending wreck, was a direct manifestation of this. Especially significant was the very close vote by which the fund was saved to Bethel College. This vote was indicative of the sentiment among the constituency, i.e., of its lack of confidence in the institution. It boded little good for the future, unless something could be done to halt the unfriendly trend; and, indeed, not only halt it, but convert it into a friendly and active influence in support of the institution.

The founders of Bethel College had begun the undertaking under the compulsion of a triple faith: faith in God, faith in the cause of education, and faith in the constituency. How had this faith been rewarded and how had it been maintained by those following in the footsteps of the founders? Faith in God and faith in the cause of education were never in question among the men in whose hands had been laid the destinies of the institution in the past. However, maintenance of mutual confidence and good will between Bethel College and the constituency had from time to time undergone severe strains. The reasons for such situations must not be looked for entirely on the one side or on the other, but a few considerations may help to clarify the situation somewhat.

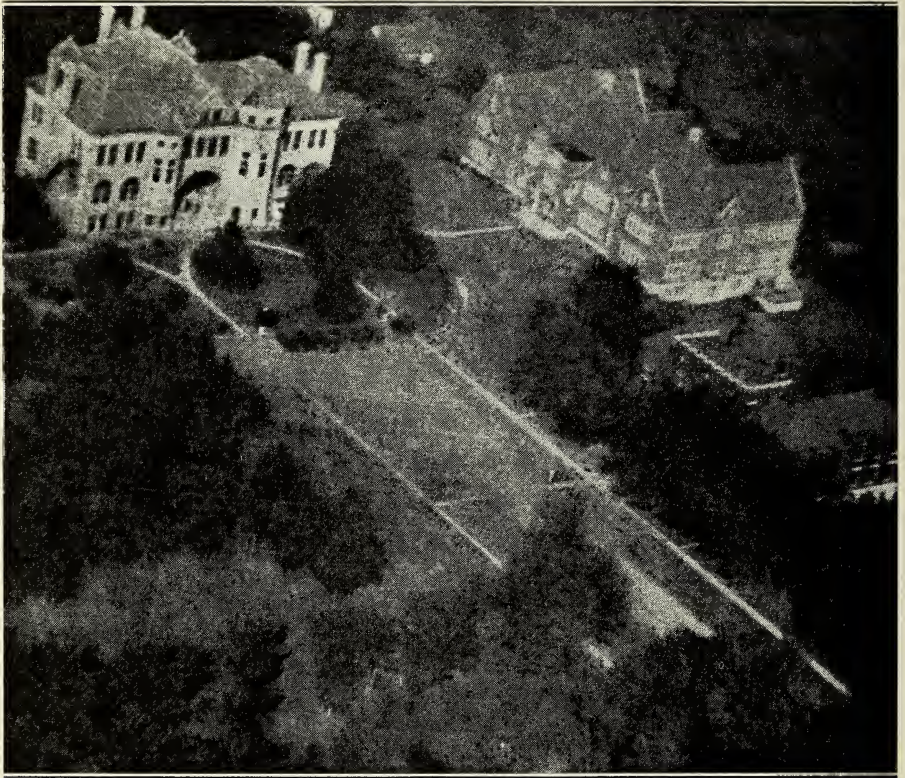
That the finances had not always been managed too wisely may be readily admitted. That it was impossible to arrange a curriculum to suit every whim of the constituency, too, may be readily conceded. On this latter point the board of directors and the faculty had found themselves between two fires from the very beginning, a progressively-minded youth on the one hand and a conservatively-minded constituency on the other, and the path to a mutually satisfactory procedure was not always clear. The constituency was not united in its appreciation of higher education, though certainly much progress had already been made in that direction, but during such progress Bethel College felt it necessary again and again to take certain steps toward which a portion of the constituency took an attitude of indifference if not outright opposition.

Perhaps more could and should have been done to clarify the situation between the institution and the constituency, though much was attempted in this respect, as can be seen from the administrative reports. The founders had realized the importance of maintaining a proper mutual relationship in this respect. It was a fundamental assumption with them that the enterprise could succeed only on the basis of a mutual faith; faith of the founders in the constituency, and faith of the constituency in the institution, and that only mutual confidence and goodwill would enable the institution to grow and prosper. True, this feeling of mutual confidence and good will was subject to many fluctuations; but perhaps in the deepest sense these conditions should be regarded as the "growing pains" of the institution, rather than merely the result of human willfulness or misunderstanding.

This lack of a proper relationship between the institution and the constituency was in fact the crux of the whole matter—the real heart of the difficulty—and was responsible very largely for the inadequate support the institution was receiving from the constituency. In many cases support was being withheld from the institution, not because of indifference or opposition to what Bethel College was striving to do, but because of lack of confidence in the financial methods followed in the past; and only a return to a sounder financial policy could restore confidence and win back alienated friends and supporters. The situation, too, gave those who “like to fish in troubled waters” their opportunity.

In fact, Bethel College at this time found itself in a situation that was in some respects even more difficult than it was at the beginning of the project, even as the steering of a ship through rocks and shoals is more difficult than is the original launching. Thus a situation had arisen that called for the exercise of the qualities of courage, faith, and vision no whit less than those characterizing the original founders of the institution. Needed were: a courage that could unflinchingly face a situation that apparently promised little more than difficulties, discouragements, and possible defeat; a vision that saw the possibilities of even greater service of Bethel College to the Mennonite church and in the larger sphere of the Kingdom of God; and a faith that was willing to be put to the test no matter how severely adverse the situation appeared to be.





CAMPUS AIR VIEW—1931.

Main Building

Science Hall

Women's Dormitory

THE STORY OF BETHEL COLLEGE
Part IV
STABILIZATION AND GROWTH

INTRODUCTION TO
PART IV. STABILIZATION AND GROWTH
(1932-1953, 21 years)

The period of 21 years covered in Part III (1911-1932) was restless and difficult. Many problems of various kinds had to be faced. Most of these were related to the transition from something of a Bible-college to a Christian liberal arts college pattern and the troublesome question of Conference or Corporation control. By 1932, the beginning of the Ed. G. Kaufman administration, these questions, while not altogether solved, their answers were more or less taken for granted. At any rate the urgency of these questions was overshadowed by the economic depression then prevailing, which made financial questions and mere physical survival of the College of supreme importance. The period discussed in Part IV (1932-1953), also 21 years, gradually became characterized by rather steady "Stabilization and Growth" of the College in all its phases. During these years the school gradually achieved full recognition as a standard Christian liberal arts college by the regular state and national accrediting agencies. The 20-year Kaufman administration was the longest in the entire history of the College. The chapter headings here are: "Ed. G. Kaufman Begins His Administration, 1932," "The College Board, Corporation and Faculty," "Finances and Plant," "Academic Revisions," "Student Life," "Some Problems and Achievements," "Public Relations," "Transition from the Kaufman to the David C. Wedel Administration, 1952-1953."

CHAPTER XVIII

ED. G. KAUFMAN BEGINS HIS ADMINISTRATION, 1932

In order to obtain a better perspective of developments it will be helpful to briefly review the past before proceeding with the new administration.

A. Achievements of the Past

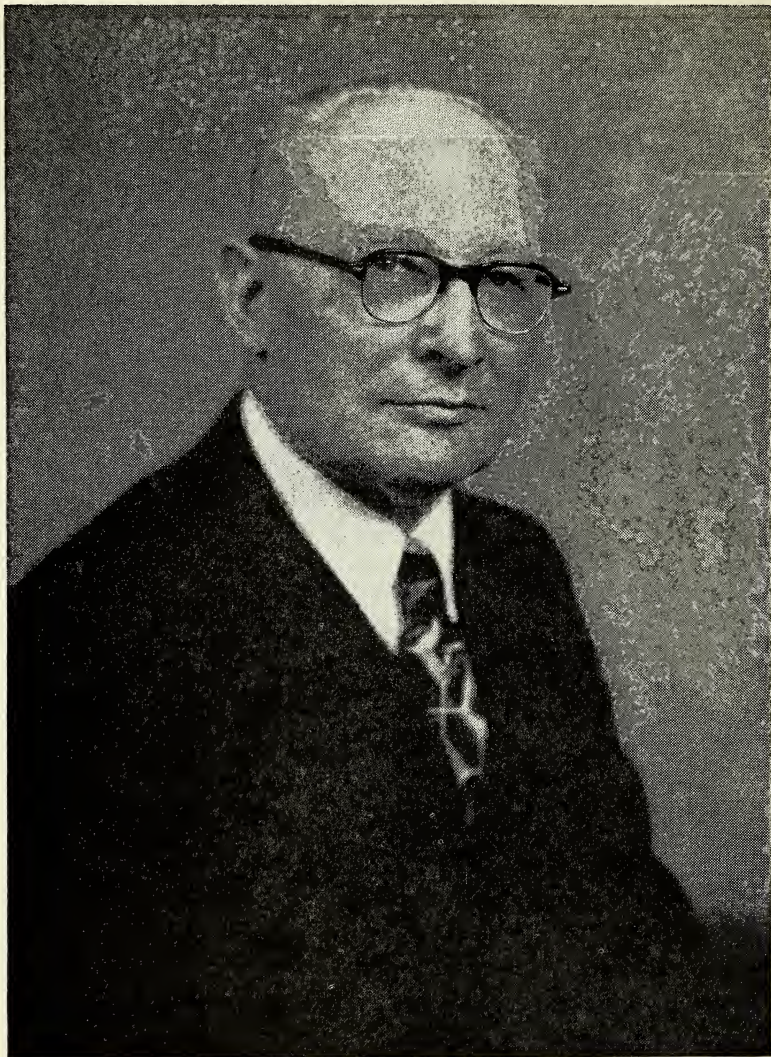
The *Bethel College Monthly* for September, 1932, gives a brief summary of the preceding years. By now the College had grown from an institution of barely academy rank to a full-fledged college; from three buildings to fourteen; from five teachers to twenty-two, not including the business manager, the librarian, and office clerks; from an open prairie to a campus planted with many trees and shrubs and dotted with fifteen private dwellings. If we include the first year of the new administration we may add: from a student body of ninety-eight to one of two hundred and eighty-five; from an endowment of about \$60,000 to one of \$282,000, and from a plant and equipment value of about \$50,000 to one of \$290,000. The College debt was over \$141,000.

From the November, 1933 issue of the *Bethel College Monthly* we take the following figures which, while they include the first year of the new administration, are nevertheless helpful in giving a picture of the services Bethel College had rendered the constituency and the cause of the Kingdom of God during the past 40 years. The total number of teachers who had received their preparation at Bethel College was over 1,000. Of the 265 College graduates, 95 had served as high school teachers or administrators, three as college presidents, six as teachers in universities, thirteen as college teachers, making a total of 117 or forty-five per cent of the total number of College graduates. In addition eighteen had gone out as missionaries, eight as doctors, and several had taken up various lines of research or had entered the engineering or some other profession. Thirty-seven states and nine foreign countries had felt the influence of Bethel College through its College graduates.¹ Truly this is a record to which a small institution like Bethel College could point with satisfaction, and which could give it ample justification for asking for the continued interest and support of every one interested in the cause of Christian education.

B. The New Administration

The vacancy left by President Kliewer's resignation was not an easy one to fill. It called for resourcefulness, for vigorous and determined, but also purposeful and tactful action. It would test the incumbent's mettle

as no other similar position before it ever had. Then too, haste was necessary if an apparently crumbling structure was not to disintegrate entirely. Fortunately the faculty of Bethel College had at this time on its staff a man who was recognized by both the board and the faculty as



ED. G. KAUFMAN, PRESIDENT, 1932-52

most nearly meeting the requirements of the position, and who was persuaded to assume the burdens of the office, even though fully aware that they might well crush him. Ed. G. Kaufman held the B.A. degree from

Bethel College, 1916; the A.M. from Bluffton College, 1917; the B.D. from Garrett Biblical Institute, 1927; and the Ph.D. from the University of Chicago, 1928. Besides, he had eight years of educational experience in China and two years on the faculty of Bluffton College before coming to Bethel in 1931 when he was called as teacher and vice-president of Bethel College. His influence had at once made itself felt in many ways in the policies of the institution. The changes alluded to at the end of the last chapter being largely due to his initiative, the board of directors turned to him as he had shown himself energetic, resourceful, and a thorough schoolman. After repeatedly declining the position, upon insistent urging of board and faculty, he finally accepted.² He had at this time also been given a call to the presidency of Witmarsum Theological Seminary; hence the decision to stay at Bethel was especially difficult to make. He held some very positive views regarding the policies that Bethel College should pursue in the immediate future, and he was not ready to step into the position without sounding out the attitude of the board in this respect. Once the decision was made, he threw the whole weight of an energetic personality into the task before him, making results begin to appear very quickly.

With the accession of Dr. Kaufman to the presidency, ex-President Kliewer was made president emeritus by the board of directors. A great feeling of relief, of renewed hope and courage, came to the board as expressed in the following resolution:³

With Dr. Kliewer as president emeritus willing to lend his influence and the benefit of his long experience, and with Dr. Kaufman willing to shoulder the great responsibilities of that office, the board of directors feels greatly encouraged that the great work which Bethel is doing may continue and expand.

President Kaufman took hold of the situation with characteristic energy and determination. Changes were undertaken at once, though many of them were of a tentative nature at first and were given a practical test during several years of experimentation before being definitely incorporated into Bethel College policy. The vitally important thing was that the new president was committed to a definite program for the immediate future; and, while this program was not officially adopted until nearly a year and a half later, many of its provisions were being put into effect, at least tentatively during this time.

1. *The First Five-Year Program.*—The first five-year program as adopted by the annual meeting of the Corporation on December 1, 1933, was as follows:

THE FIVE-YEAR PROGRAM

I. Student Body:

- a. Better quality
- b. Greater number (400 if possible)

- II. Faculty Members: Not necessarily increase the total number very much, but put more stress on the following qualifications:
 - a. High scholastic standards
 - b. Outstanding teaching ability
 - c. Able public speakers
 - d. Inspiring personalities
 - e. Community-minded, wholesome men and women
 - f. Devotion to Mennonite principles
 - g. Positive Christ-centered teaching and life
- III. Campus and Dormitory Life: An atmosphere more completely surcharged with the Christian Spirit.
 - a. Have a faculty member live in each dormitory with students.
 - b. Develop personnel counselling and guidance work.
 - c. Student-faculty cooperation in school government by way of the student council.
 - d. Develop more campus traditions which are in line with Christian ideals.
- IV. Curriculum: Revise our curriculum in the light of best present-day trends of the small Christian liberal arts college and work out a unique setup for our particular situation and mission.
- V. College and Church: Work for a closer relationship between the two.
 - a. Complete, if possible, the Bethel Fellowship organization.
 - b. Serve the church in every way possible, such as: worth-while programs by student groups and faculty members in our congregations; worth-while offerings at the College by way of institutes for ministers, training schools for church workers, etc.
- VI. College and Town: Work for greater mutual appreciation by serving the city.
 - a. Music studio
 - b. Night classes
 - c. Booster banquet
 - d. Various other community enterprises
- VII. History: Make arrangements to have the fifty years of history of Bethel College written and published.
- VIII. Buildings: Although we need a library and other buildings and gifts for such would be most welcome, nevertheless, because of present economic conditions no buildings are definitely on the program now. Some smaller projects should, however, be completed, such as: rebuilding of the pipe organ, connecting Ladies' Dormitory with the heating plant, making arrangements for the production of our own eggs, milk, meat, and vegetables, etc.
- IX. Finances: During these next five years do what we can in building a Fiftieth Jubilee Anniversary Fund in order to accomplish the following if possible:
 - a. Balance the budgets for the current years.
 - b. Decrease, and if possible, entirely pay off our indebtedness.
 - c. Increase our Endowment Fund, if possible, to the long-aimed-at sum of \$500,000.Regarding pledges our program is twofold:
 - a. It is hoped that during these five years all old pledges will be paid.
 - b. Any new pledges made during this time shall be so written that they mature before the Fiftieth Anniversary.

- X. The Board of Directors: In order to make the future of Bethel College more secure it would be well if the field of the institution could be widened by getting more groups to feel that they have a real share in the school, the board of directors of Bethel College recommends that advisory representation on the board be given to the following groups:
- a. The Bethel College Alumni Association
 - b. The City of Newton
 - c. The Northern District Conference of the General Conference of Mennonites
 - d. The Mennonite Brethren and the Krimmer Mennonite Brethren
 - e. The Old Mennonites in this area
- Such additional members on the board would involve no change in the charter of the school as they would have no vote at board meetings but serve only in an advisory capacity. All representatives of the various groups are to be appointed by the board, except the alumni association, who would choose their own.

The *Graymaroon* of 1934 calls this program "A Systematized Dream of the Future." It was, however, destined to become much more than a dream; in fact in some aspects the realities have exceeded the dream by a comfortable margin though in other phases they fell considerably short of the goal.

It was a big task the new administration was setting for itself, including as it did the whole range of internal problems confronting the institution, financial and academic, as well as external problems such as control of the institution and relations to constituency and alumni. It, too, touched every level of the institution's activities: the material, the intellectual the social and the religious. Some of these problems were urgent in the extreme, some could wait; some could be achieved in a comparatively short time, others would require years or even decades to achieve.

2. *The Important Points of the Program.*—The main points of the program, the problems pressing most urgently for solution were: improvement of the finances; necessity of accreditation; and winning the goodwill and support of the constituency. Not only must the trend of a steadily growing debt be halted, but provisions must be made for a balanced budget and a gradual liquidation of the debt. An educational institution can no more thrive under the incubus of a heavy debt than can a business concern. The effect of debt upon a constituency can only be depressing and make for indifference toward and distrust of the institution.

Accreditation had become imperative if the institution was to maintain its appeal to students. A small institution finds the competition of the large universities severe at best, and unless it has a recognized standing in the educational world, it will very largely lose its appeal and limit its service. Even so the church-related college will have difficulty in maintaining its identity and fulfilling its purpose unless it can maintain its hold upon its constituency. It is the relation to its constituency that primarily determines the course of events for such an institution. The

past has abundantly demonstrated the fate of denominational colleges that are not properly supported by the constituency they seek to serve. They generally appeal to men of wealth for the support which the constituency fails to provide and eventually become alienated from the constituency. The result is a wide deviation from the purpose for which the institution originally was founded.

For the purpose of realizing these main objectives, the most important points of the "Five-Year Plan" were put into active operation as rapidly as provision could be made for their execution. The groundwork was laid for increased publicity; increased service to the constituency; intensified student solicitation; a stronger faculty; a more nearly self-supporting institution; a closer study of the institution of itself; improved methods of internal administration, both financial and academic; closer relations with other, especially Mennonite, institutions in this area, and with Mennonite conferences; and an active and properly motivated Alumni Association. Nothing was overlooked that might prove a source of strength to the institution. This immediate program covered all phases of College life and activities from student solicitation to alumni relations.



CHAPTER XIX

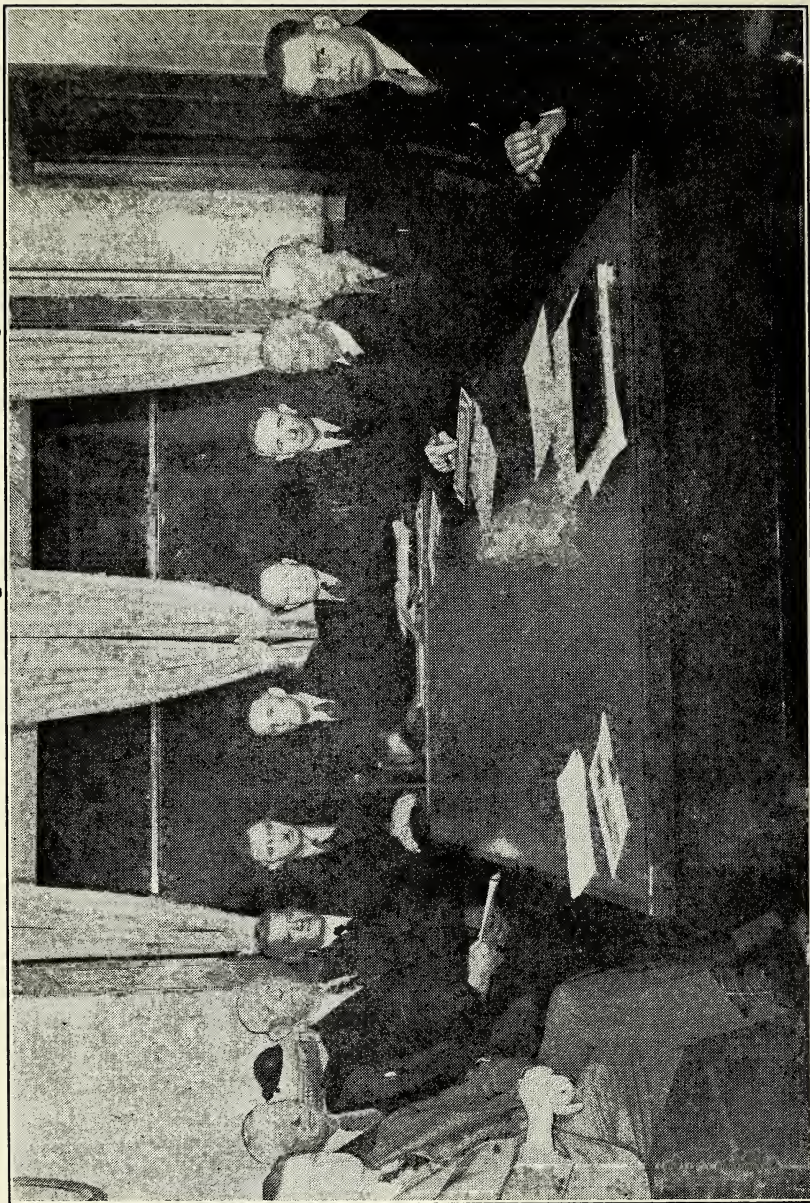
THE COLLEGE BOARD, CORPORATION AND FACULTY

A. The Board of Directors

The forerunner of Bethel College, the "Halstead Seminary," was a Conference owned and Conference controlled institution with the final authority in matters pertaining to the school resting in the Conference. Bethel College, born of private initiative, is owned and controlled by a private corporation, with ultimate authority therefore resting in a corporation. This authority it exercises through a board of directors. During the early years the direction of higher education among Mennonites in this area was given almost entirely into the hands of the clergy. Of a total of eleven men who served on the Conference school board during the ten years of the "Halstead Seminary" only one was a layman. With the establishment of Bethel College, laymen were given greater representation on the controlling board. Since then there has been a rather steady increase in such representation. The ratio of ministers to laymen on the board of directors for the entire period has been as eleven to four, and at present representation is about equally divided between ministers and laymen. The change has worked to the advantage of the school, as it makes for a greater variety of interests and a broader understanding of problems on the part of the controlling body. There has also been a marked shift for some years to elect alumni to the board of directors. This too has made for a more sympathetic understanding, resulting in better relations between College, alumni and constituency.

At first the board of directors included men from as far east as Pennsylvania and as far north as Minnesota. With the establishment of Bluffton College in the East and Freeman Junior College in the North, representation was confined to the Middle West, Kansas, Nebraska, and Oklahoma. With the affiliation of the Pacific District Conference with Bethel College in 1920, representation was extended westward to include Idaho, Washington, and California. Distant members are represented by well-known ministers or laymen of near-by communities who serve as their alternates.

1. *Reorganization of the Board.*—For many years it has been customary for the board to organize itself immediately after the Corporation meeting held each year on the Friday after Thanksgiving. The board was reorganized in 1933. Now the board elects six members to the executive committee out of its total membership of thirteen. From these six



THE BOARD OF DIRECTORS, 1938.—*Clockwise*, R. A. Goetz, H. E. Suderman, C. C. Wedel, P. H. Richert, G. Zenger, B. J. Stucky, E. G. Kaufman, J. F. Moyer, J. E. Entz, P. K. Regier, A. E. Funk.

executive committee members the board elects the officers as well as three members for the teachers committee and three for the finance committee. In this way the same persons serve as officers for the Corporation, the board and the executive committee.¹

In the "Plan of Organization and Working Policy" adopted by the board in 1937, the functions, organization, and policies of the board are outlined in detail as are also those for the faculty. The mutual relations between the three controlling bodies of Bethel College, Corporation, board and faculty, have for the most part been harmonious. The spheres of responsibility have been quite well defined, the faculty dealing mostly with detailed problems of internal administration, the board exercising general supervision and dealing largely with external, especially financial matters. Major decisions, such as those pertaining to building programs, important curriculum changes, additions to the faculty, etc., are reviewed by the Corporation. In general, the action of the Corporation is governed by the recommendations of the board, which in turn especially in matters of internal administration, has followed the recommendations of the president and the faculty quite closely.

The task of the board has been an arduous one throughout. The newness of the field, indifference and lack of unanimity among the constituency, strained Conference relations, inadequate financial support, constant changes in the curriculum to meet new needs, religious disagreements, inadequate instructional and housing facilities, extracurricular activities at times, requirements of state and other educational agencies, faculty situations, etc., have made the work of the board anything but a sinecure. Members have not been financially remunerated for the time spent looking after the interests of the College, nor have their actions always received approval from without. But since the greatest and noblest services man can render are not rendered from mercenary motives but from love for a cause, these men may well find their highest satisfaction in the assurance that they have had a share in a work second to none in importance, i.e., the work of Christian education, and in the consciousness that their labors have not been in vain but are bearing a rich fruitage in many parts of the earth. A complete list of board members is given in Appendix II.

Much of the work of the board is done by the officers and standing committees. During the 20 years of the administration here under consideration the following persons have served longest in the respective capacities indicated below:

OFFICERS AND EXECUTIVE COMMITTEE

Teachers Committee

Chairman, A. J. Dyck
V. Chairman, Sam. J. Goering
Secretary, Arnold Funk

Finance Committee

Treasurer, C. H. Goering
Member, H. E. Suderman
Member, Gerhard Zenger

2. *The Advisory Council.*—The Advisory Council, created in 1935, was an effort to link Bethel College more closely with geographically distant Mennonite communities. It was also intended to enlist men of standing in local communities in support of the College. However, the composition of its membership has not been universally approved and its wide distribution over the country—in its 1943 composition it included representatives from Kansas, Nebraska, South Dakota, Idaho, Washington, and Canada—made personal attendance at regular board meetings difficult. This in turn tended to make for lack of interest, and action by correspondence is always less efficient than by direct participation. Accordingly, the Council was discontinued in 1946. However, during its lifetime it performed an important function in making contacts with prospective students in the more distant communities, in making these communities more “Bethel-conscious,” and in bringing more independent and more inclusive judgments to bear upon questions than sometimes is possible to those who are more directly and more responsibly involved in important decisions. The full utilization of the possibilities of such a body could mean much for the future of Bethel College.

The membership of the Advisory Council as listed in the 1944-45 catalog was composed of the following persons:

Mrs. Paul Baumgartner	North Newton, Kansas
Miss Lucille Friesen	North Newton, Kansas
Mr. Guy Hawk	Newton, Kansas
Rev. Henry Hege	Corn, Oklahoma
Dr. A. E. Hertzler	Halstead, Kansas
Hon. Walter Huxman	Topeka, Kansas
Hon. O. Jolliffe	Peabody, Kansas
Sister Frieda Kaufman	Newton, Kansas
Dr. C. E. Krehbiel	Newton, Kansas
Mrs. A. M. Lohrentz	McPherson, Kansas
Rev. Ed. J. Miller	Lind, Washington
Rev. Henry Harder	Geary, Oklahoma
Prin. K. S. Toews	Rosthern, Saskatchewan, Canada
Prin. G. H. Peters	Gretna, Manitoba, Canada
Mr. C. M. Toews	Wichita, Kansas
Dr. A. H. Unruh	Winkler, Manitoba, Canada
Pres. J. D. Unruh	Freeman, South Dakota
Rev. Erland Waltner	Mountain Lake, Minnesota
Miss Emma Ruth	Reedley, California

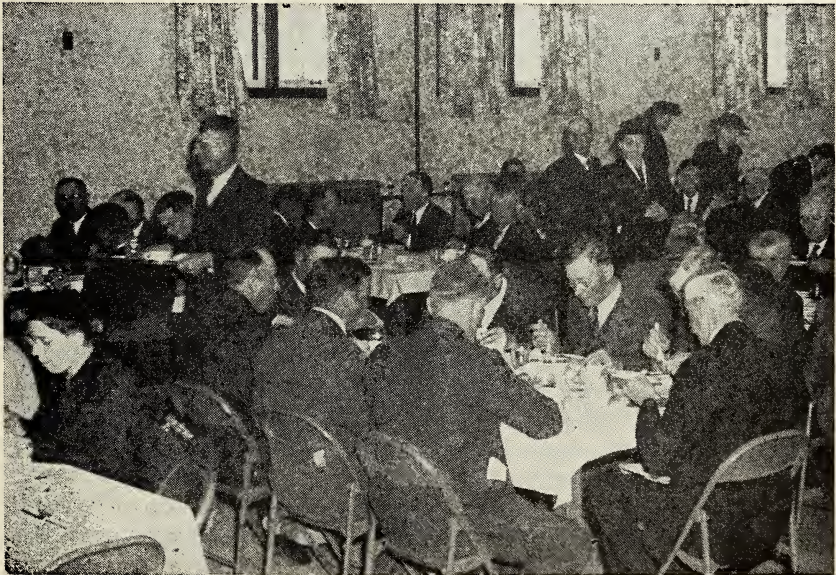
B. The College Corporation

The total number of votes in the Corporation in 1952 was 11,725 while the membership was 1,565. These figures include Conferences, congregations and individuals. The following table shows the gradual but steady growth of the Corporation as indicated by the annual Corporation reports.

GROWTH OF CORPORATION, 1936-1952

Year	Membership	No. of Votes
1936	1025	5706
1937	1050	6112
1938	1069	6355
1939	1092	6437
1940	1118	6804
1941	1130	7173
1942	1172	7583
1943	1220	7800
1944	1300	8200
1945	1345	8992
1946	1425	9248
1947	1430	9625
1948	1440	10,000
1949	1476	10,885
1950	1490	11,434
1951	1532	11,599
1952	1565	11,725

The procedures of the annual Corporation meetings have followed the same general pattern pretty much throughout the history of Bethel Col-



CORPORATION MEETING—LUNCH TIME

lege, although the manner of presenting reports has varied considerably during recent years. The tone of the discussions at these meetings has been more generally sympathetic, too, in recent years. Discordant notes

have been dwindling in number and loudness, doubtless resulting in part from the financial and war crises since the early thirties, but also in no small measure from the efforts of the administration to establish the friendliest relations possible between College and constituency. The discussions have been more harmonious, the criticisms less carping, the attitudes less indifferent, and the interest in Bethel College correspondingly greater and more concretely manifest.

Repeatedly the question has arisen as to the wisdom of the old arrangement whereby a person is entitled to a vote in the Corporation for every \$100 contributed to the school, provided the donor is a member of a Mennonite church regardless to which branch of the denomination he may belong. To have financial support determine control may not prove healthy in the long run. A charter revision committee has been at work on this problem for some years, but as yet no revision on this point has been effected.

C. The Faculty

1. *Faculty Reorganization.*—The organization of the faculty underwent many changes during this time. In 1932 eight committees were added to the eight already existing. In 1933 the number was reduced to thirteen and the following year to six. The number was reduced to five in 1935: administrative council, committee on students, library committee, committee on educational policies and faculty representatives on the student council. This organization in general is still in effect at this writing. Other special committees have been appointed as occasion arose. The concentration of authority and a clearer delineation of committee functions has very definitely facilitated the work of administration. In 1937 the board of directors adopted a "Plan of Organization and Working Policy," the purpose of which was to define and regulate the activities of board and faculty. Membership, organization, and duties of committees and individual officers entrusted with administrative responsibilities were outlined in detail. Employment, rank, tenure, and duties of staff members were specified. Financial policies, faculty insurance, sabbatical leaves, old age retirements, etc., also were outlined in detail. The administrative setup had finally crystallized into a definite and somewhat stable pattern.

The duties of the several committees may be summarized briefly as follows: The administrative council serves as an advisory body to the president and other administrative officers. The committee on students considers problems pertaining to the individual student: admission, academic status, curriculum adjustments, graduation requirements, etc. The committee on educational policies has as its special field the study of educational policies, direction of pertinent studies by faculty members, fostering of educational research, and improvement of the curriculum and instruction. The duties of the committee on library are evident from its designation, as are the duties of the faculty representatives on the

student council. The reorganization was the result of considerable experimentation during the years immediately preceding.

In 1952 provision was made for three student representatives at faculty meetings and for three faculty representatives at College board meetings, in both cases with full right to participate in discussion but not in voting. This arrangement was set up in the interest of better all around mutual understanding of students, faculty and board and has worked well so far.

2. *Faculty Retreats.*—The first "Faculty Retreat" was held on September 2, 1935, just before the opening of school. The program centered on the subject "Creative Christian Education." It consisted of talks by several faculty members on sub-topics related to the main topic, followed by a general discussion, a fellowship meal, and a social hour. Similar gatherings have been held since and have been a source of much earnest self-examination, as well as of much inspiration. In time it has become traditional to arrange for a faculty retreat to be held shortly before the opening of each new school year.

3. *Faculty Tenure and Salary.*—The question of faculty tenure is at best a delicate one. In the past it had been largely unregulated, although the board of directors had taken some action on this matter. Hitherto a call to Bethel College, unless otherwise specified, was understood to be for as long as relations proved mutually satisfactory. Calls to members of the Mennonite denomination had been given on this basis, but calls to non-Mennonites were given for one year only, renewable from year to year at the discretion of the board. That this arrangement was not very satisfactory is quite evident, and misunderstandings and disappointments had occurred. It was high time that a definite policy be adopted.

Soon after the new administration took over in 1932, the question of faculty tenure was thrown wide open. The five year program, which called for "high scholastic standards" for faculty members, was not specific as to the meaning of these words. Since, however, the North Central Association's "preference" for department heads of member colleges was that they should hold a Ph.D. degree, there was little doubt as to what was implied. The Bethel College faculty fell considerably short of this "preference" at this time. Of the twenty-seven persons in the active faculty register listed in the 1932-1933 catalog, only three had doctor's degrees, seventeen had master's degrees, and five had bachelor's degrees, though most of the latter had done considerably more work than the minimum requirement for a bachelor's or a master's degree. The new administration set the standard for department heads at the Ph.D. level as shown by the following resolution:

RESOLVED, that the board instruct the administration to work in the direction of heading all the departments of the school with persons holding the doctor's degree as soon as possible. This is with the understanding that the board retains a free hand regarding present heads of such departments, whether they secure such degree or not.²

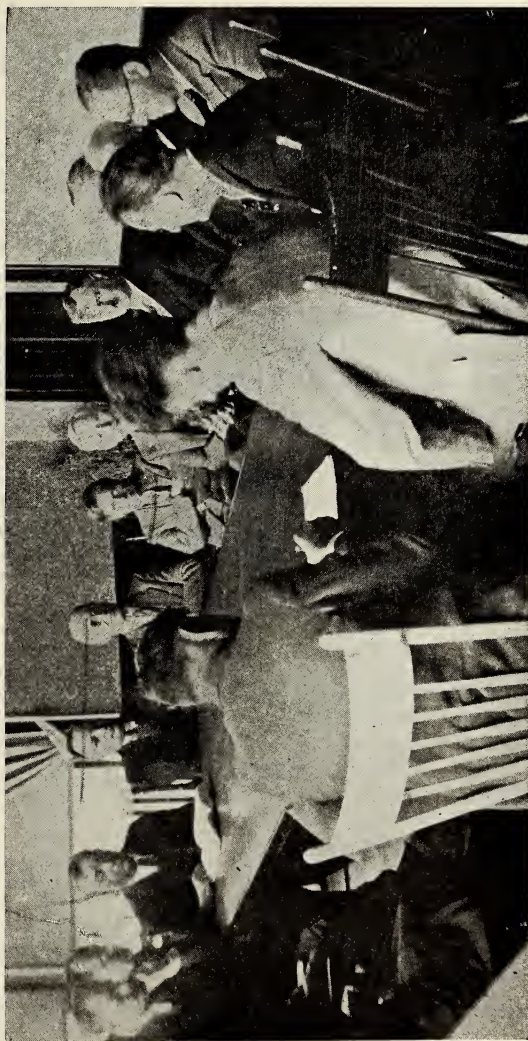
Under this resolution department heads were given leave of absence in order to enable them to qualify under the new standards. But the fact that the board retained a "free hand regarding present heads of departments" in respect to future re-employment was not calculated to inspire confidence or instill courage for the arduous task that confronted those who were given leave. Faculty members with many years of service at Bethel College thus found themselves pretty much at sea. Faculty morale had, however, been at a low ebb as a result of conditions existing even prior to the advent of the new administration.

Faculty tenure remained in a state of flux for some years. Three-year tenures were given faculty members from time to time with rank, salary, and teaching load to be adjusted annually;³ but the effect upon faculty morale was not very wholesome. Although this action of the board of directors worked certain hardships not only upon individual faculty members but also upon the whole group, it brought about decisive steps in the direction of the desired goal, i.e. in raising the scholastic standards of the faculty. Thus the number of faculty members holding the doctor's degree rose from three to five in 1933-1934, to seven in 1934-1935, to twelve in 1935-1936, and later to eighteen and twenty. Bethel College has maintained very high standards in this respect among the colleges of the state.

Tenure also was gradually improved so that in time teachers ranking as professors and associate professors with Ph.D. degree were placed on a permanent basis, while most of those on lower ranks or without Ph.D. degree were employed on a basis of a year or a term of years. Faculty salaries have always been low at Bethel College, those of higher rank receiving only little more than others. In 1936 the board began consideration of plans for insurance for faculty members.⁴ In 1938 it put into effect two plans, one collective insurance and the other a retirement program, both with the Teachers Insurance and Annuity Association.⁵

4. *Faculty Studies.*—The chief characteristic of the faculty meetings of this period gradually came to be a continued study of educational problems both in the wider sphere of education and in the more limited field of the institution itself. In April, 1933, President Kaufman addressed the faculty on the subject "A New Liberal Arts College." Adequate plant facilities, a properly qualified faculty, more emphasis on the student and less on books and courses, better correlation between curricular and extra-curricular activities, and comprehensive examinations were some of the suggestions indicating in what direction progress lay on the "secular" side. But in a professedly Christian institution, the whole life of the school, all its activities, must be permeated by a genuinely Christian spirit. This is what gives a Christian institution its distinctive character. The address was of much interest to the faculty as it was indicative of the new president's plan and ideals for Bethel College.

Discussions and reports on a wide range of subjects occupied the time of these meetings, as indicated by the following subjects taken at random from the minutes of the faculty meetings: the aims of the College, the honor system in college, student guidance, research in the liberal arts college; book reviews on "Dynamics of Higher Education," "American Colleges and the Social Order" and reports on various educational gatherings, "Christianity on the Campus," "A Christian Philosophy of Higher



FACULTY COMMITTEE, 1936. *Clockwise from left:* Russel Anderson, E. L. Harshbarger, J. H. Doell, E. G. Kaufman, J. R. Thierstein, D. H. Richert, P. S. Goertz, A. Warkentin, J. F. Moyer, P. J. Wedel, A. P. Friesen, P. E. Schellenberg, W. H. Hohmann, J. H. Loganbill.

Education" and an occasional address by visiting speakers, such as "Issues Confronting Rural Areas in Our Time"; these are indicative of the lines of thinking of Bethel College faculty members at this time.

Much time was given to a study of the institution itself as indicated by the following topics: "Ability of Bethel College Students," based on the results of tests, "Organization of Bethel College," "The Utilization of College Space," "A Liberal Arts vs. a Vocational Curriculum," etc. The meetings were varied occasionally by giving them the form of a round-table discussion. "The Marking System," "Testing the Results of Instruction" were some of the topics discussed by a smaller group before the assembled faculty. Occasional reports from the men in the field were also received, giving the reactions of the constituency to the work of Bethel College. These reports had their encouraging as well as discouraging features, but on the whole were calculated to puncture any bubbles of self-complacency tending to form in the minds of faculty members. Curriculum reorganization and the work program were other matters that took up much time in faculty meetings. On the whole, faculty meetings now became study groups primarily and not merely overgrown committees for the transaction of routine business.

5. *Literary Activities of the Faculty.*—Opportunities for research remained limited but progress was made in this direction also. More active participation in learned societies being encouraged by the new administration, contributions were made by a number of faculty members to various fields during these years. A complete record of publications is not available. However the number of books and learned articles published as listed below is impressive. Unpublished manuscripts written for advanced degree requirements are not included. The list is given in alphabetical order of the names of faculty members.

B. BARGEN

- Tabulation Technique* (New York: Gregg Publishing Company, 1934)
- "The Efficiency Ratio in Typewriting," *Business Education World*, April, 1934
- "Indexing and Filing of Stencils," *Office Practice Appliances*, 1937
- "Instruction Sheets in Typewriting," Series, *Business Education World*, 1937-38
- Instruction Sheets in Typewriting* (New York, 1938)
- "Teaching Office Practices Through Meaningful Projects," *Journal of Business Education*, September, 1938

RUTH BAUGHMAN

- "Devices for Maintaining the Active Interest of Our Students," *Business Education World*, March, 1950
- "Meintje Bikes to Work," *Business Education World*, March, 1951
- "Modern Christmas Carol," *Collection of Christmas Stories* (Baker, 1953)

JAMES BIXEL

- "The Stars Were Silent," Mennonite Book Concern

J. H. DOELL

- "The Flora of the Sand Hills of Central Kansas," University of Kansas, 1938

H. A. FAST

Jesus and Human Conflict. (To be published in 1954)

"Mennonites in Paraguay," *Mennonite Life*, January, 1946.

"Spiritual Values of Contributing to Relief," *Mennonite Life*, April, 1947.

"New Mennonite Institutions in Europe," *Mennonite Life*, April, 1952.

Chairman, Revision Committee—General Conference Constitution.

J. W. FRETZ

"Mutual Aid Among the Mennonites, I," *Mennonite Quarterly Review*, January, 1939

"Mutual Aid Among the Mennonites, II: Mutual Aid in a Single Mennonite Community," *Mennonite Quarterly Review*, July, 1939

"Mennonites and Their Economic Problems," *Mennonite Quarterly Review*, October, 1940

"Contributions of Mennonite Mutual Aid to a Particular Christian Community," *Bethel College Bulletin*, February, 1942

"Recent Community Building in Canada," *Mennonite Quarterly Review*, January, 1944

"Helping Young People Get a Vocational Start," *Conference of Mennonite Cultural Problems*, 1944

"The Growth and Use of Tobacco Among Mennonites," 1949 *Cultural Conference Proceedings*

Mennonite Colonization, Mennonite Central Committee, 1944

Mennonite Colonization in Mexico, Mennonite Central Committee, 1945

"A Study of Divorce Among Mennonites," 1951 *Cultural Conference Proceedings*

Pilgrims in Paraguay, Herald Press Company, 1953

R. L. GERING

"Structure and Function of the Genitalia in Some American Agelenid Spiders," *Smithsonian Miscellaneous Collections*, Vol. 121, No. 4, March 17, 1953

"Biology Majors and Industrial Biology," *American Biology Teacher*, November, 1952

"Participative Visual Aids," *American Biology Teacher*, April, 1953

MELVIN GINGERICH

The Mennonites in Iowa, Iowa Historical Society, 1939

"Who's Who Among the Mennonites, Assistant Editor, Bethel College Press, 1943

Articles in *Mennonite Life*, *Mennonite Quarterly Review*, *Mennonite Weekly Review* and *Mennonite Encyclopedia*

FRANCES GREEF

The Synthesis of Compounds Related to Colchicine, University of Washington, 1951

M. S. HARDER

"The Contributions of the Mennonites to Kansas," 1945 *Cultural Conference Proceedings*

"Mennonite Education," 1951 *Cultural Conference Proceedings*

"My Father," *Mennonite Life*, July, 1946

"A Pioneer Educator—Johann Cornies," *Mennonite Life*, October, 1948

Articles in *Mennonite Encyclopedia*

WALTER H. HOHMANN

- "Autumn Afternoon," White Smith Music Publishing Company, 1933
 "Upon a Hill," White Smith Music Publishing Company, 1933
Mennonite Hymnary, Co-editor, Mennonite Book Concern, 1940
 "O Pow'r of Love," Bethel College, 1942
 "This is the Sabbath Morn," Bethel College, 1943
 "Immortality," (Published in *Horse and Buggy Doctor* by Hertzler)
 "Christ Walks in the Hills," Hall and McCreary Company, 1947
 "Po' Good Jesus," Hall and McCreary, 1947
 "Bless Thou the Lord," Hall and McCreary Company, 1948
 "Jesus Put Forth His Hand," Hall and McCreary Company, 1949
 "Wind in the Pine," Hall and McCreary Company, 1949

LESTER HOSTETLER

- Mennonite Hymnary*, Co-editor, Mennonite Book Concern, 1940
Handbook to the Mennonite Hymnary, Mennonite Book Concern, 1949

R. C. KAUFFMAN

- "The Lord's Supper as a Religious Symbol," *Religious Education*, March and April, 1943
 "Our 'Christian' Funerals," *Mennonite Life*, July, 1947

ED. G. KAUFMAN

- The Chinese Student Movement*, Mennonite Book Concern, 1925
Development of Mennonite Missionary Interest, Mennonite Book Concern, 1932
The Mennonite Mission as a Church of Christ, Mennonite Central Committee, 1940
 "The General Conference of the Mennonite Church of North America," *Mennonite Life*, July, 1947
 "Higher Education Among Mennonites in America," *Mennonite World Conference Report*, 1948
 Baccalaureate Addresses, *Bethel College Bulletin*, 1932-1952
 Articles in *Mennonite Encyclopedia*

J. W. KLIEWER

- Letters From a Trip Around the World*, Bethel College, 1935
Memoirs: From Herdboy to College President, Bethel College, 1943

C. KRAHN

- "Some Social Attitudes of the Mennonites of Russia," *Mennonite Quarterly Review*, 1935
 "Menno Simons Fundament-book of 1539-40," *Mennonite Quarterly Review*, 1936
Menno Simons, H. Schneider, Karlsruhe, 1936
Menno Simons, Gleijsteen, Amsterdam, 1937
De Gemeenten der Amishe Doopsgezenden, de Bussy, Amsterdam
 "The Historiography of the Mennonites in the Netherlands, a Guide to Sources," *Church History*, September, 1944
 Editorials in *Mennonite Life*
 Co-Editor of *Mennonite Encyclopedia*

L. C. KREIDER

- Research Papers in *Journal of Biological Chemistry*, *Journal of the American Chemical Society*

HARRY MARTENS

"The Office of Business Manager of a Small Church College," *Cultural Conference Proceedings*, 1949

"Business Efficiency Is Possible in the Small College," *College and University Business*, June, 1951

A. J. REGIER

"The Selection of Student Teachers," *Bethel College Monthly*, October, 1932

"The Functioning of Certification Regulations in Kansas," *University of Kansas Bulletin of Education*, March, 1938

D. H. RICHERT

"On Geometrical Representation of Geometrical Series," *School Science and Mathematics*, January, 1915

"Outline of Survey Course in Mathematics for Juniors and Seniors," *American Mathematical Monthly*, April, 1922

"Certain Properties of Euler's Phi-Functions," *American Mathematical Monthly*, 1929

"A New Proof for Kepler's Third Law," *American Mathematical Monthly*, November, 1931

"Proof of a Certain Identity," *American Mathematical Monthly*, April 1932

"Concerning the Derivative of a Function," *School Science and Mathematics*, 1934

"Proof that [e] Is the Base of a System of Logarithms When Klein's Definition of Logarithms Is Used," *American Mathematical Monthly*, 1934

"Concerning the Base of the Natural System of Logarithms," *National Mathematics Magazine*, March, 1936

"Concerning the Teaching of Linear Equations," *National Mathematics Magazine*, 1937

JOHN F. SCHMIDT

Editorials for *Mennonite Life* occasionally.

HARLEY J. STUCKY

Compiler, "Addresses—Seventy-fifth Anniversary Services of the Swiss Mennonites," 1950

DAVID SUDERMAN

"Music in the Liberal Arts Colleges of Kansas," George Peabody College for Teachers, 1944

"Music as General Education in the Liberal Arts Curriculum," *Kansas Music Review*

ELMER SUDERMAN

"The Mennonite Pioneer in Literature," *From the Steppes to the Prairies*, 1949

ERLAND WALTNER

"The Anabaptist Concept of the Church," *Mennonite Quarterly Review*, January, 1951. (Also *Mennonite Life*)

"The Mennonite View of the Relation of Church and State," *Proceedings of the Conference on Mennonite Cultural Problems*, Vol. 4, 1945.

"How Peter Became a Non-Resistant Christian," a tract published by the Peace Committee of the General Conference, 1953.

LENA WALTNER

"Art on the Unit Plan," South Dakota State Department of Instruction, 1933

ABRAHAM WARKENTIN

Who's Who Among the Mennonites, Editor, Bethel College Press, 1943
A Harmony of the Kings, Bethel College Press, 1940
Sunday School Quarterly for Adults, Editor, Mennonite Book Concern, 1937-1942

D. C. WEDEL

Handbook for Mennonite Ministers, Editor, Mennonite Book Concern, 1950
 "Contributions of Pioneer David Goerz," *Mennonite Life*, 1952.

P. J. WEDEL

Evolution, the New Religion of Science, Bethel College, 1920
 Articles in *Mennonite Encyclopedia*

WILLIAM T. WILKOFF

"The Avocational Objective of the Educational Theater," *Kansas Speech Magazine*, 1950

6. *Faculty Personnel*.—The appraisal of the Bethel College faculty by the North Central Association inspectors gave the administration some cause for uneasiness. According to the standards of the association there may be a rather heavy turnover in lower ranks but it should be comparatively light in the upper ranks. In the case of Bethel College, however, a number of causes cooperated to bring about a rather large turnover in the entire faculty during these years. Marriages, age retirements, deaths, occasional misfits, opportunities for financial betterment, and the outbreak of World War II—a number of faculty members were still within the draft age—all played a part in the faculty picture.

The rapid growth of the student body—it rose from 308 in 1931-1932 to 469 in 1937-1938—and the expansion of the curriculum necessitated thereby called for a larger and stronger faculty. Several of the faculty members then in service failed to measure up to the standards set by the North Central Association for the specific positions they were occupying in the Bethel College faculty organization. Here too, the board and the administration found a problem, the solution of which required firm but tactful handling. That accreditation by the North Central Association was highly desirable was generally conceded, but the price that would have to be paid in achieving this goal was hardly understood clearly even by some of those most directly concerned.

The question may well be asked at this point to what extent an institution of learning, professing to be distinctly Christian, not only in its aims and purposes but also in its methods of achieving these aims, should permit itself to be governed by rules and regulations that are not of its own making; that are perhaps set up by a group or a body that does not have the same specific aims as its chief goal and whose methods may deviate more or less from those to which a definitely Christian institution feels itself committed. Not blind following, not unthinking acceptance on the one hand, nor yet utter disregard for well-established and proven

policies must here be the guide. Too mechanical an application of regulations rarely works out to the best advantage for all concerned. Rather the words of Paul (I Thess. 5:21) "Prove all things; hold fast that which is good," should be the guiding principle.

A relatively large number of those called to positions at Bethel College during these years were alumni of Bethel College. Twenty of those called



FACULTY AND STAFF, 1948.—*Front row:* J. L. Spaulding, W. H. Hohmann, Ruth Baughman, Frances Becker, E. G. Kaufman, H. A. Fast, Anna Baumgartner, Willis Rich. *Second row:* Robert Tully, J. H. Doell, Arlene Neufeld, Kathryn Bachman, Mary Jo Beimer, Harry Martens, Jessie Brown, P. J. Wedel, J. W. Fretz. *Third row:* Dan Ewy, L. C. Kreider, Hulda Gaede, Elaine Siebert, Vilas Gerber, Harley Stucky, N. P. Stucky, Robert Gering, W. L. Friesen, Lena Waltner, J. J. Enz. *Fourth row:* Henry Claassen, Margaret Jahnke, Herta Willms, Waldo Brandt, George Neufeld, Wilma Toews, Honora Becker, D. H. Suderman, P. R. Kaufman, Marjorie Ruth. *Last row:* Eva Harshbarger, C. Krahn, J. F. Schmidt, Otto Sommer, R. C. Kauffman, Mildred Beecher, J. W. Bixel.

are included in the alumni roster, and several more were former students, though not alumni. The educational status of the constituency had greatly changed not only on the level of elementary education, but of higher education as well. While men with the highest degrees were still comparatively rare, there were many that had achieved success in higher education

and other professional fields. The labor and sacrifices and prayers of consecrated men and women that had helped to maintain Bethel College had not been in vain. The standard for faculty members has steadily risen. A good number of the faculty members were not only outstanding teachers but also high ranking scholars, giving themselves in consecrated Christian service to community and church. In Chapter XXIV and Appendix III a more complete list of faculty members is given.

D. Forms of Recognition

There are various ways for an institution to give special honor to members of its faculty or constituency in recognition for outstanding services of various kinds, either to the particular institution or to mankind in general. At Bethel College the establishment of memorial chairs, the conferring of honorary degrees and the placing of plaques attended by special recognition services have been so used.

1. *Memorial Chairs.*—Upon his retirement, President Kliever, at the request of friends, began to write his "Memoirs." During his trip (1920-1921) to the Mennonite mission fields in India and China he had written letters to his family. These were collected and in 1936 the board of directors decided to publish them on the basis of an equal division of the proceeds between the Foreign Mission Board, Bethel College, and the Kliever estate. In 1937 the board announced the "Memoirs" as a dona-



J. W. KLIEWER

J. R. THIERSTEIN

G. A. HAURY

C. H. WEDEL

tion to Bethel College, the purpose being to help build up the J. W. Kliever Memorial Chair.⁶ The plan followed was to give a copy of the book to every one who contributed \$10 or more to the "Kliever Memorial Chair." In 1935 the board of directors regrouped certain of the special funds which had hitherto been pretty much in a dormant state.⁷ The chair of "Theology and Mennonite History" was renamed the "C. H. Wedel Memorial Chair of Theology and Mennonite History"; the "Peace" and the "Mission" funds were combined and renamed the "J. W. Kliever Memorial Chair of Peace, Missions and International Relations." Sometime after the death of G. A. Haury, Sr., the alumni association was interested in promoting the "G. A. Haury Memorial Chair of English."

When J. R. Thierstein died he left some property to the College with which a beginning was made on the "J. R. Thierstein Memorial Chair of Foreign Languages."

The goal for each "Chair" is \$50,000. This money is a part of the College endowment fund and the earnings are to help pay teachers salaries in those respective departments. It was hoped that in this way some interest would be aroused in these particular fields but the financial results have not been too impressive. So far these "Memorial Chairs" seem to carry little appeal either to the constituency or to men of larger means; however a beginning has been made and perhaps in time more consistent promotion will complete these worthy beginnings. Establishment of these "Chairs" is an attempt on the part of the institution to give grateful and more permanent recognition to some of its foremost teachers of earlier days.

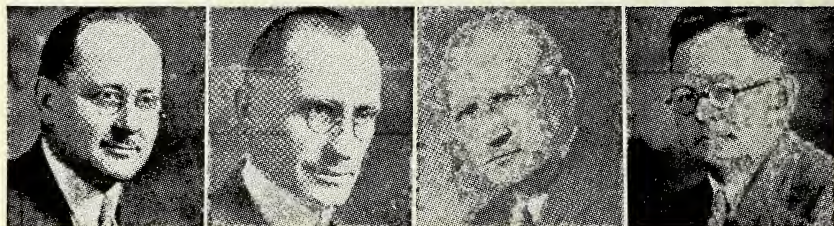
2. *Honorary Degrees.*—In the matter of conferring honorary degrees the College has pursued a conservative policy. In the last twenty years only seventeen honorary degrees have been conferred. The procedure in this matter has been that the nomination is first taken up by the president and the administrative council and after investigation and careful consideration from all angles is either dropped or recommended to the faculty. Here again after careful consideration the nomination is either dropped or recommended to the College board, where the nomination is again considered and dropped or favorably acted upon. A beginning in this matter was made at the commencement of 1932 which was the transition from the Kliever to the Kaufman administration. On this occasion two men were honored by conferring upon them the D.D. degree: Rev. P. A. Penner, missionary to India, and Rev. Rodolphe Petter, missionary to the American Indians.

In 1938, the fiftieth anniversary year of the College, honorary degrees were conferred upon four men: The LL.D. on Walter A. Huxman, governor of Kansas, and the D.D. on Rev. David Toews, General Conference leader in the migration of Mennonites from Russia to Canada; Rev. Abraham H. Unruh, Mennonite Brethren Church leader in Canada; and Rev. Peter H. Richert, General Conference Church leader in Kansas. The following men were so honored in later years: in 1939 the D.Sc. was conferred upon Peter J. Wedel, for 40 years professor of science and registrar at Bethel College; in 1940 the Litt.D. upon A. E. Hertzler, the "Horse and Buggy Doctor" of Kansas with Mennonite background; in 1941 the D.D. upon Rev. Christian Krehbiel, General Conference leader in Kansas; and in 1942 the D.H.L. degree conferred upon Sister Frieda Kaufman, Sister Superior of the Bethel Deaconess Hospital, Newton, Kansas. In 1944 the D.D. was conferred upon Rev. Jacob H. Janzen, author and General Conference leader in Canada; also upon Rev. P. P. Wedel, General Conference leader in Kansas. In 1945 the D.Sc. was con-

ferred upon D. H. Richert, for 40 years professor of mathematics and astronomy at Bethel College; and in 1947 the D.Mus. upon W. H. Hohmann, for 25 years professor of music at Bethel College.

The commencement of 1952 was again one of transition, this time from the Kaufman to the Wedel administration. On this occasion the honorary D.D. degree was conferred upon three men in the general field of Mennonite higher education: Lloyd Ramseyer, president of Bluffton College, Ohio; Ernest E. Miller, president of Goshen College, Indiana; and Samuel F. Pannabecker, president of Mennonite Biblical Seminary, Chicago.

3. *Special Plaques and Rooms.*—In the matter of placing bronze plaques attended with special recognition services a beginning was made in the late twenties when such a plaque was placed on the wall in the foyer of the Administration Building honoring the founding fathers and early board members J. J. Krehbiel, David Goerz and B. Warkentin, "whose vision, devotion and loyal cooperation helped to leave Bethel College a legacy to Mennonite youth." In this tradition arrangements were made during the construction of the new library building to set aside four small special study rooms on the second floor with appropriate plaques over the respective doors in memory of four outstanding teachers who had passed away while in service at Bethel College during the last two decades, namely: E. L. Harshbarger, professor of social science; J. E. Linscheid, professor of English, A. J. Regier, professor of education, and P. S. Goertz, dean of the College and professor of religion and philosophy.



E. L. HARSHBARGER J. E. LINSCHIED P. S. GOERTZ A. J. REGIER

In 1952 during the annual alumni association banquet special services were observed in recognition of four members of the College teaching and administrative staff, namely: John F. Moyer, teacher and business officer; Peter J. Wedel, professor of chemistry and registrar; David H. Richert, professor of mathematics and astronomy; and Jacob H. Doell, professor of biology. A plaque and picture was hung in the business office for Moyer who had served the College over thirty years. For the other three, each of whom had served the College for over forty years, a plaque and picture were hung in the foyer of the Science Hall.



D. H. RICHERT

J. H. DOELL

J. F. MOYER

P. J. WEDEL

In other parts of this book reference has been made to plaques placed in recognition of financial contributions such as: Jolliffe Auditorium in Memorial Hall, the Grattan Building, the Franz General Shop, the Elizabeth Watkins bequest to the library building as well as many other contributions for the Science Hall, the Health Center, the Library, scholarships, loan funds and various other purposes.

E. Necrology

As time goes on death claims persons prominently identified with an institution such as Bethel College. This applies alike to board members, faculty, students, alumni and friends of the College. Many of them are no longer among the living, but their memories remain enshrined in the enriched lives of thousands of men and women. For some years it has been customary to have a short memorial service at the annual corporation meeting as well as at the meetings of the alumni association in memory of those having been called into the great beyond during the previous year. It is impossible to enumerate them all here; hence the following list is restricted to members of the administration, the faculty and the board.

1. *President J. W. Kliever.*—On February 9, 1938, death came to J. W. Kliever as the result of a paralytic stroke. After his resignation from the presidency in 1932 he continued to serve the Bethel College Church as pastor. Though he had been in good health throughout the years of his presidency, the continued strain of the heavy responsibilities he was carrying had gradually so undermined his health that he was compelled to relinquish the pastorate in 1935. He had occupied many positions of responsibility in church and Conference activities and in the educational field. He had penetrating insight, keen intellect, and balanced judgment. Even though the years of his administration were the stormiest in the history of Bethel College, the institution made good progress. The endowment was increased, the Science Hall was erected, state accreditation was obtained, and Bethel College was gradually approaching membership standards in the North Central Association, all in spite of serious clashes in matters of conviction and great financial

difficulties. His memory will be held in high esteem. His acceptance of the presidency of Bethel College was in some ways a real sacrifice. For him it meant giving up a position to which inclination called, for which special preparation had been made, and in which a fine degree of success had already been achieved, to take up a position to which neither inclination, preparation or past successes could lend much encouragement; it meant leaving a field in which he could have enjoyed comparative quiet and doubtless continued success to enter a field which brought him much criticism and many discouraging experiences. His willingness to risk the change is deserving of the grateful memory of all who value genuine manhood and real strength of character. In spite of much criticism he personally at all times kept the respect and goodwill of all who knew him intimately. His memory was honored by special services held in the College chapel.

2. *Dean P. S. Goertz.*—In the summer of 1948, a few days after his return from Europe where he spent his sabbatical year with Mrs. Goertz in relief work, Dean Goertz suddenly passed away at his home on the campus. This was a great shock and loss to Bethel College. Dean Goertz had earned the A.B. degree at McPherson College in 1914, the B.D. at Yale Divinity School in 1917, the A.M. in 1921 and the Ph.D. in 1933, both at Yale. He served as teacher and superintendent in various Kansas high schools before going to China as missionary under the American Board of Foreign Missions where he served from 1918-1926. Besides preaching and pastoral work in different congregations he also had college teaching experience before coming to Bethel in 1930 as dean of the College and professor of philosophy and religion. Dean Goertz was a thorough scholar, a devoted Christian, and an educator of high rank. His sympathetic character linked with a scholarly mind fitted him as an understanding co-worker and a real educational leader. He rendered efficient service as dean of the College for eighteen years and much credit is due him for the academic innovations and the high scholastic standard of Bethel College in the last two decades. The personalities of Dean Goertz and President Kaufman complemented each other and made for genuine harmony, understanding, cooperation and appreciation between the two. The passing of Dean Goertz was a severe blow to President Kaufman and the College.

3. *Other Faculty Members and Wives.*—Below are listed faculty members and wives who died during the 20 years of Kaufman's administration, although some of these served the College previous to this time. The list no doubt is not complete nor absolutely correct, although much effort has been put forth to make it so.

<i>Died</i>	<i>Name</i>	<i>Position at Bethel College</i>	<i>Years</i>
1933	Rev. H. D. Penner.....	Church History and Bible	1893-97; 1913-18
1934	Rev. H. H. Ewert.....	Principal, Halstead	1883-91

1935	Mrs. J. W. Kliever.....	
1939	Dr. J. E. Linscheid.....	English 1921-39
1939	Dr. W. F. Schroeder.....	College Physician 1933-35
1940	Miss Minnie Schmidt.....	Postmistress 1936-40
1941	Dr. J. R. Thierstein.....	German and Education 1903-04; 1921-41
1942	Dr. E. L. Harshbarger.....	Social Science and Speech 1932-42
1944	Sister Frieda Kaufman.....	Deaconess Work 1937-44
1945	Mrs. J. R. Thierstein.....	
1945	Mrs. P. J. Wedel.....	
1945	Dr. H. W. Lohrentz.....	Biology and Bible 1932-34
1947	Dr. A. J. Regier.....	Education 1927-47
1947	Dr. A. Warkentin.....	German and Bible 1924-46
1948	Mrs. Ed. G. Kaufman.....	
1948	Dr. C. Henry Smith.....	History 1922-23
1948	Dr. P. H. Richert.....	Bible 1898-12; 1920-21
1948	Dr. C. E. Krehbiel.....	Practical Theology 1943-48
1949	Sister Marie Lohrentz.....	College Nurse and Matron 1937-49
1949	Dr. P. A. Penner.....	Missions 1943-49
1950	Dr. C. C. Regier.....	Social Science 1912-14; 1918-19
1951	Dr. P. J. Wedel.....	Science and Registrar 1902-51
1951	Mr. A. J. Graber.....	Speech & Business Manager 1925-33
1952	Mr. G. A. Haury Jr.....	Coach 1922-28
1952	Mr. E. B. Wedel.....	Academy Principal 1922-27

4. *Board Members.*—Following is a list of Bethel College board members who died during Kaufman's administration. Many of these had served in this capacity previous to this time. In spite of efforts put forth to make the list complete and correct, errors may have crept in.

<i>Died</i>	<i>Name</i>	<i>Address</i>	<i>Years Served on College Board</i>
1932	Mr. J. G. Regier.....	Newton, Kansas	1903-22
1933	Mr. J. J. Buhler.....	Buhler, Kansas	1929-33
1933	Rev. Henry Banman.....	Goessel, Kansas	1897-1915
1935	Rev. J. W. Penner.....	Hillsboro, Kansas	1904-16
1939	Mr. J. W. Krehbiel.....	Moundridge, Kansas	1915-17
1939	Rev. Abraham Ratzlaff.....	Buhler, Kansas	1901-19
1940	Rev. H. P. Krehbiel.....	Newton, Kansas	1917-20
1941	Mr. C. F. Claassen.....	Newton, Kansas	
1941	Rev. M. M. Horsch.....	Beatrice, Nebraska	1932-40
1943	Rev. P. H. Unruh.....	Goessel, Kansas	1917-20
1944	Mr. J. C. Regier.....	Buhler, Kansas	1933-44
1944	Mr. Adam Ratzlaff.....	Orienta, Oklahoma	1937-39
1944	Rev. Paul Moutette.....	Hillsboro, Kansas	1916-30
1945	Mr. Rudolph Goerz.....	Newton, Kansas	1911-40
1946	Rev. D. D. Unruh.....	Inman, Kansas	1920-30
1948	Rev. J. J. Balzer.....	Mountain Lake, Minnesota	1896-1901
1949	Rev. P. H. Richert.....	Goessel, Kansas	1915-29; 1933-49
1951	Rev. G. N. Harms.....	Whitewater, Kansas	1918-21; 1930-33
1951	Rev. John Lichti.....	Deer Creek, Oklahoma	1921-23
1951	Dr. R. S. Haury.....	Newton, Kansas	1909-34
1952	Rev. J. H. Epp.....	Hillsboro, Kansas	1929-31
1952	Mr. Jacob Isaac.....	Moundridge, Kansas	1898-1918

CHAPTER XX

FINANCES AND PLANT

A. Grappling With the Finances

Although in the ten-point program of the five-year plan the finances are number nine, the minutes of the board of directors show that finances occupied its major interest and attention. The financial situation was not made any easier for the board by the harsh demands of the banks that held College mortgages. They demanded not only collateral of double the amount of the money loaned and the signatures of the officers of the board, but also the personal signatures of all the individual members of the board. There had been laxity in the past in extending financial credit privileges to students, and the sums owed the College by students and ex-students at this time ran into considerable figures.

The new administration at once grappled with this most serious problem and came forward with definite plans for relieving the situation. After an audit of the treasurer's books by a certified public accountant in 1932, President Kaufman submitted, in the fall of the same year, two recommendations to the board which were adopted and which not only called a halt to the downward financial trend but which have become one of the most effective means for the support of Bethel College ever devised. The recommendations were: (1) To limit expenditures strictly to income, thus preventing going into debt any further, and (2) to establish fellowships in our Mennonite communities to help promote the interests of Bethel College. Detailed plans for carrying out these recommendations having been put into operation, the picture soon began to assume brighter hues for the institution as a whole, though some of the means adopted called for real sacrifices, especially on the part of the faculty and staff of Bethel College.

The steps to improve the finances may be summarized as follows:

1. Abolishing office of field secretary (temporarily).
2. Appointment of a business manager.
3. Cutting down expenses wherever at all possible.
4. More intensive as well as extensive publicity.
5. Faculty salary adjustments.
6. Tuition changes.
7. Revaluation of endowment assets.
8. Increased emphasis on Booster Banquet.
9. Repeated financial campaigns.
10. Establishing supporting organizations, such as Fellowships, Tithing Bands, On-to-Bethel Club, Good-will Certificate Plan.

Other measures of less importance, but nevertheless helpful in achieving the goal, were also adopted from time to time, and will be described in their proper place.

In the spring of 1932 the board of directors took steps to abolish the office of field secretary temporarily. The reason for this step was the uncertain economic situation. The effects of the depression of the preceding decade having struck the country in full force, the economic outlook was dark almost beyond anything in the previous history of the country. Henry Riesen had held this position, perhaps the least popular one on the College staff, since 1923, and had met with fine success in his work. The current expense fund, the endowment fund, and the Science Hall fund had greatly benefited by his work. But since the financial situation demanded strict economy, the office of field secretary was discontinued in June, 1933. The board of directors had made provision for securing Riesen against financial loss for the year.

In 1932 A. J. Graber was appointed business manager and purchasing agent for the College; a budget was adopted and purchasing by requisition only was introduced. The result was a much closer check on expenditures than had been possible heretofore, and a consequent saving to the institution. It was a step in the direction of reducing expenditures. Early in 1933 the board of directors having decided that all income from endowment not needed for interest payments was to be used for debt retirement, a definite fund was established for this purpose. Later, a definite sum for debt retirement was included in the annual budget.

Other steps in this direction were faculty and staff salary adjustments. These adjustments were of course downward, the faculty and staff, as usual in such cases, being called upon to bear the brunt of the burden. In 1933 the faculty agreed not to ask for a stated salary but to accept the apportionment of the income from tuition and fees as full salary.¹ In partial compensation for this salary reduction, faculty members belonging to the Mennonite denomination were given memberships in the Bethel College Corporation. Unfortunately these certificates were not exchangeable for the commodities essential to the securing of the necessities to say nothing of the comforts of life. It meant drawing the purse strings pretty tight for faculty and staff members. Repeatedly a clause was inserted in faculty contracts that the indicated salary was to be paid only on condition that the debt of the institution be not increased. Be it said to the credit of the administration that not only were the salaries always paid in full, but occasionally small bonuses were also paid to faculty members during these years.

The principle of cutting down expenses was applied in many other directions. Just one illustration of this. An opportunity to buy suitable fixtures for the museum on very reasonable terms was refused because the board decided not to collect for things "not essential to the life of

the school." As a result of such policies the institution broke practically even on its 1932-33 finances.

Following the general procedure of colleges, reductions were made in tuition, board, and lodging in 1933-34. Special concessions were made in this respect to children of ministers. But during the succeeding years repeated upward revisions of these rates were made. In 1936 all laboratory fees were abolished, the cost of laboratory work being included in the tuition. This step was in accord with the fundamental democratic principle of "equal opportunity for all." Financial ability and natural endowments do not always go hand in hand; but unfortunately a small and poorly endowed institution like Bethel College, seeking to serve mainly a "middle class" constituency finds it difficult to adhere to the above principle.

Student accounts with the College were in a bad way. Various expedients were tried in order to induce students to pay their dues promptly. Discounts were allowed for advance payments, interest bearing notes were required of students at the expiration of a specified date, special discounts were given on tuition where two or more students were enrolled from one family, part payment of transportation was allowed students living west of the Mississippi River and more than 100 miles from Newton, provided they were receiving no other concessions—scholarship, job, etc.—from the College. Such concessions to students were made in accordance with a well-defined policy to distribute student aid as widely as possible among the students. More stringent measures were also put into effect to reduce student financial delinquencies during these years.

Early in 1933 the board of directors decided to accept farm products in payment of student accounts. In the same year it approved the sale by members of the faculty to friends in the constituency of gasoline coupon books of the Sam Schneider Oil Company, Bethel College to receive one-half of the proceeds of the sales. Soliciting a percentage of oil and gas leases to be donated to the College by friends of the College was also tried but never found a very ready response. Any avenue that promised financial advantage to Bethel College being carefully followed up, the finances of Bethel College were definitely beginning an upward trend.

The endowment fund received special scrutiny during these years. In 1933 the old pledges were re-examined by a committee consisting of the president, the business manager, and the custodian. Doubtful pledges were rewritten or cancelled as the judgment of the committee dictated. In 1935 at the suggestion of the North Central Association, an investment expert was employed to examine the investments. In the same year the accounts in the business office were reorganized in conformity with the North Central Association standards and the finance committee of the board reported that they "found our endowment fund in good condition, taking

the depression into consideration.”² At times difficulty was experienced in finding suitable investments for the endowment funds.

In 1935 the board considered the organization of a financial corporation for the purpose of erecting College dormitories or other self-amortizing projects.³ The plan has been put into effect to a limited extent in modified form. Some of the endowment had been invested in farm mortgages on land near Newton. In 1937 the endowment investments having been examined by the land analyst of the Ninth Federal Land Bank in Wichita, Kansas, they were then listed at the estimated value or disposed of.⁴ Endowment investments in the amount of about \$25,000 were written down to less than one-half this amount, but the endowment fund was stated to be in better condition than for many years. A rapidly decreasing rate of interest on endowments did not ease the financial situation for the board.

But the efforts of the administration bore fruit. The finances of the institution began a decided upward swing. Confidence in the financial soundness of the institution, in its ability to weather the storm through which it was passing was returning. On August 1, 1935, the first mortgage of \$50,000 against the College became due. It was found possible by means of loans and gifts not only to meet this obligation, but also to liquidate collateral loans in the amount of \$18,000.⁵ The following table shows the change in the financial situation during the five-year period of 1932-1937.⁶

<i>Year</i>	<i>Plant</i>	<i>Endowment</i>	<i>Debt</i>	<i>Net Worth</i>
1931-32	\$290,504.73	\$282,274.91	\$141,329.87	\$446,288.48
1936-37	415,071.76	317,917.76	89,475.05	667,611.73

B. Financial Campaigns

The old method of intensive solicitation of the constituency by means of financial “campaigns” was, of course, not neglected during these years. Several such campaigns were undertaken and generally with fairly satisfactory results. Since such campaigns require much publicity, much and varied activity in this respect was set in motion by the new administration. But it is impossible to give exact figures for the results of the campaigns, as time limits were not observed very closely and contributions were accepted for purposes other than the specific purpose of the campaign. Their general result was, however, a marked betterment in the finances of the institution.

1. *The Booster Banquet*.—The Booster Banquet to which tickets were sold at \$10 per person or \$11 for husband and wife, sponsored by the Newton Chamber of Commerce, was held annually and proved not only a source of income financially, but also an effective means of drawing Bethel College and the Newton constituency closer together. The relations between the two became somewhat clouded as the war progressed and the

sponsorship was shifted from the Chamber of Commerce to the College itself. In time the banquet got too large to handle and was replaced by an annual goodwill booster program for all donors during a given year sponsored by the College. During all these years several thousand dollars were added annually to the income by these occasions. More recently there are signs of a renewed interest on the part of the Newton Chamber of Commerce to resume its sponsorship of some sort of annual College booster program pertaining more especially to the city of Newton as such.

2. *The Financial Campaign of 1934 (Kettlekamp).*—The first campaign of this kind was undertaken in 1934 with the assistance of W. F. Kettlekamp, a man of much experience in this type of work. In June, 1934, the campaign was reported as having yielded about \$42,000 in cash and pledges.⁷ The annual meeting of the Corporation in 1935 considered a resolution submitted by the board of directors:

That a serious attempt be made in the next six months to collect the necessary funds to wipe out the College debt of \$121,000, and that the Corporation give its approval for the board of directors to proceed at once to set up the necessary organization to accomplish this purpose.⁸

The resolution not meeting with general approval, the discussion resulted in a rather tense situation. On motion the resolution was voted on by ballot. The result was 2,976 votes for and 97 against the resolution. One-sided as the vote appears to be, it must not be taken as necessarily representative of the sentiment of the individual members of the Corporation, since it was not individuals but Corporation members that voted. On motion from the floor, a brief session of prayer, which somewhat clarified the atmosphere, was held.

It would, of course, prove a difficult task to reach the high goal which the board of directors had set itself. The successful solicitation of \$121,000 within a six-months period was so far beyond the range of past experience that it doubtless was the principal cause for hesitation. For, while a big program may prove a challenge to the adventurous or the optimistically inclined, it may also have the opposite effect if the attainment of the goal does not seem even remotely possible.

The board of directors decided to hold a meeting on December 12 following, at which ways and means for carrying out the decision of the Corporation were to be discussed. Anyone interested in the matter was invited to be present. This meeting was attended by the Advisory Council and by other friends of Christian education. It decided to ask the officers of the Ministers' Conference of the Western District Conference to call a special meeting of the Conference for December 30, 1935, for "prayer, information, discussion, inspiration, and action" relative to the proposed

campaign. Deacons, Sunday school superintendents, and Fellowship committee members were especially invited.⁹

This meeting was addressed by J. M. Regier, who had recently been employed as field secretary, and by President Kaufman. Regier spoke on the relations of the College and the congregations to each other. President Kaufman spoke on the importance of keeping Bethel College a Mennonite institution, emphasizing its opportunities as such an institution, as pointed out by North Central Association inspectors who had made a recent survey of Bethel College. The meeting adopted the following resolution:



J. M. REGIER

That this meeting of ministers, deacons, Sunday school superintendents, and Fellowship committees endorse the proposed plan; but the congregations shall decide the details and we encourage our congregations to open the door for the carrying out of this plan.¹⁰

Much publicity was given this campaign. Students, faculty, board members, and others were drafted into service. The student council, members of the faculty, and the teachers' committee of the board sent letters of explanation and appeal to the various communities. A series of articles written by members of the board of directors and published in the *Bundesbote* discussed the influence Bethel College was exerting in the home, in the church, and in the larger field of community life. It was estimated that seventy-five per cent of our public school teachers and more than fifty per cent of our ministers had received all or part of their training at Bethel College.¹¹

A special issue of the *Bethel College Bulletin* was issued "To Encourage the Friends of Bethel College to Renewed Efforts in Their Support of This Institution." It contains testimonials to the excellent work of the College from educators, ministers, and businessmen who had come in close contact with the institution; also articles by members of the board of directors, the faculty and alumni, recounting the benefits the Mennonite Church has reaped through the influence of Bethel College in the past. Attention was also called to the sacrifices of the forefathers and to the opportunities to be a testimony, a light, and a salt in the many scattered communities in which Mennonites are found.

These were the grounds on which Bethel College appealed to the constituency for support, on which it plead for help to rescue it from impending disaster; for, even though the debt had been reduced by about \$20,000, the future of Bethel College was still hanging in the balance. A good

beginning had been made, but the desired goal was still far from being in reach. The campaign was preceded by the presentation of the subject of Christian education from Mennonite pulpits once a month and by pulpit exchanges, and was inaugurated by a special day of prayer for Bethel College. The campaign having been pushed vigorously, in October, 1936, it was reported to the Western District Conference that, at the close of the fiscal year 1935-36, about \$25,000 had been contributed toward debt cancellation, besides more than \$10,000 for current expenses.¹² The campaign was continued by the field secretary, J. M. Regier, mainly through the Fellowships. Much credit must be given these organizations for the success of the campaign, though it fell far short of its goal. The Fellowships were becoming an increasingly important factor in maintaining interest in and obtaining support for the institution.

The annual meeting of the Corporation on November 27, 1936, adopted the following resolution.

Resolved, that since Bethel College is a missionary enterprise, we believe that an annual contribution of five dollars to the school as a minimum average per church member would be a very reasonable and most worthy aim, and that we most earnestly recommend the same to our ministers and Fellowship groups for their prayerful consideration.

Was this resolution the expression of a deep-seated conviction, or was it perhaps only a friendly, encouraging gesture toward the institution? It contained a point of vital importance to the institution, the recognition of the institution as a *missionary* enterprise. The constituency, having a deep and abiding interest in missions, if once convinced of the missionary character of the work of Bethel College, could cause a better day to dawn for the institution. Whatever may have been the sentiment at the time, future developments show that the resolution struck the right chord. Bethel College has since learned to depend less and less upon personal appeal and solicitation and more and more upon presentation of the work Bethel College is doing, the objectives for which it is striving, and the services it is rendering in the Kingdom of God.

3. *The Campaign of 1937 (Pierce and Hedrick)*.—On February 9, 1937 the board of directors voted to put on an eight-week campaign under expert direction with the special objective of erecting a Community Memorial Hall. This was to be only one part of a larger program which was to continue over a longer period, the objective of which was the raising of the sum of \$325,000, assigned to the following purposes: \$100,000 for a Memorial Building, \$150,000 for debt retirement and current needs, \$50,000 for the G. A. Haury Memorial Chair, and \$25,000 as a scholarship fund. The total amount was apportioned among prospective contributors as follows: \$50,000 to the Fellowships and \$100,000 to Newton and Harvey County to be raised within the next eight weeks. Another campaign to be launched the following spring had for its goal the raising

of another \$100,000, of which \$50,000 was to be the special project of the Alumni Association.

The campaign, begun in April, 1937, was to culminate in a Golden Jubilee Celebration to be held in October of the following year, by which time it was hoped that the amount would be raised. An extensive publicity campaign was again carried out. The idea of a Memorial Building touched a tender chord in the hearts of many constituents, causing sizable gifts soon to begin to come in. This part of the financial program, though not completed on schedule, was destined to become an actuality. Other funds also profited greatly from the campaign, the net worth of the institution increasing from \$570,279.92 in 1935 to \$680,518.38 in 1938.¹³ In this campaign, too, the Fellowships rendered yeoman service to Bethel College by their participation and enthusiastic support.

In 1939 Bethel College was once again facing the danger of a deficit, mainly because of the economic depression. Kaufman made a plea for additional contributions to avoid such a discouraging experience. For seven years Bethel College had continued without a deficit; there had been a reduction in the debt of the institution. To end the current fiscal year with a deficit would mean a backward step for Bethel College.¹⁴ Once again the Fellowships came to the rescue. Largely through their efforts about \$5000 came in to prevent the dreaded deficit.

4. *Campaign of 1940 (Cutshall).*—Another financial campaign was begun in the spring of 1940. E. Guy Cutshall was employed to assist President Kaufman. His work was to be mostly among non-Mennonites. He discontinued his services with Bethel College in May, 1941. The



O. Jolliffe Addresses Booster Banquet.

immediate purpose of this campaign was the raising of \$60,000 to complete Memorial Hall, at least in the rough, and to prevent any deficit. Not only was this goal attained, but it was during this campaign that a promise of \$50,000 was obtained from the Hon. O. Jolliffe of Peabody, Kansas, for a Memorial Library Building on condition that another \$50,000 be raised to endow the same. The building was to cost not less than \$50,000 and was to be completed by September 20, 1941. The board proceeded with plans for the library building, selected a site and decided to begin building operations as soon as possible.¹⁵ Conditions, however, did not permit the carrying out of these plans. The war intervened. Jolliffe withdrew all conditions pertaining to the library building and specified that if the school raised \$50,000 by the date agreed upon he would give his \$50,000 for the endowment fund. To the great satisfaction of all concerned this was accomplished and celebrated in connection with the booster banquet of that year, the first one held in the Memorial Hall.

C. Brightening Prospects

In 1941 \$20,000 became due on a second mortgage held against the College. The mortgage was extended but the terms were quite severe. No release on the property securing the mortgage could be obtained, though it included the entire campus and plant as well as the interest on the endowment fund.¹⁶ Efforts to reduce or cancel the debt were continued. The annual meeting of the Corporation in November, 1941, adopted a resolution urging a minimum annual contribution of ten dollars per church member to Bethel College. Also the annual meeting of the following year decided that the current expense budget and debt liquidation should be made the chief concern for the immediate future.¹⁷

In 1942 an advertising campaign was begun urging people to purchase Civilian Government Bonds and to register them in the name of Bethel College. Such bonds would be sold to the endowment fund and the money thus released would be used to pay the debt. Thus both the government and the College would be helped.¹⁸ Since the interest on government bonds is generally lower than on private investments, it is clear that the income to Bethel College would be reduced by the exchange. The loss, however, is not to be considered as absolute. To be debt-free is in itself a big asset to an institution, and the difference in the rate of interest is at least to a considerable extent counterbalanced by the drain on the income because of a heavy debt. At this time, too, the board had little choice in the selection of endowment investments.

The following table shows, with a few fluctuations, the steady improvement in the finances from 1938 to 1945:¹⁹

<i>Year</i>	<i>Plant</i>	<i>Endowment</i>	<i>Debt</i>	<i>Net Worth</i>
1940-41	540,825.05	359,975.71	101,333.11	826,968.16
1944-45	568,855.99	571,371.80	— —	1,188,641.74

The critical financial situation of the later twenties will long be remembered. The annual Corporation meeting in 1930 authorized the board to look for larger gifts even outside the limits of the Mennonite denomination.²⁰ With the heavy debt hanging over the institution, but little could be hoped for from friends of education outside the denomination. The proverbial reluctance to "pay for a dead horse" was even more manifest without than within the denomination. The new administration was fully aware of this and immediately entered upon the "internal reforms" described in previous pages. The changes proved beneficial and helped greatly to restore confidence in and support for the institution. At one of the Corporation meetings of the early thirties, following the report of the president, showing a reduction in the debt, a member of the Corporation was heard to say: *Ja, wenn Bethel College so faehrt, dann bin ich auch dabei.* (Well, if that's the way Bethel College is going to manage, then I am with it too.)

A gradual change in attitude was becoming manifest among the constituency, too, for other reasons. Much material progress had been made since the efforts at higher education five or six decades earlier. The seeds of these efforts were beginning to bear fruit in directing the thinking of people more and more toward the intangible, the non-material things of life, in creating a deeper and more widespread interest in missions and in higher Christian education. Bethel College was now to begin to reap the fruits of its earlier sowing. The erection of the Science Hall in 1924 had revealed a widespread interest in the establishment of memorials to the early pioneers, and this interest, if fostered and properly focused, might well become an important source of support of religious and educational enterprises. These several causes operating together with the very definite and well-organized efforts of the administration were responsible for an increasing number of larger donations to Bethel College during the first decade of the new administration.

These donations took a variety of forms—cash contributions, annuities, farm lands, buildings, farm machinery, museum, etc. They ranged in value to over \$50,000 for a single contribution. Gifts were made for a specific purpose, such as memorials, scholarships, library, laboratories, endowment; but at times also their disposal was left to the discretion of the administration. The records at the treasurer's office of Bethel College show that of the more than 9000 contributors since the founding of Bethel College, there were 206 contributors of totals of from \$1,000 to \$4,999, nineteen contributors of from \$5,000 to \$9,999 and fifteen contributors of \$10,000 or more, much the largest number of these having been made since 1932. The total contributions under these three categories are respectively \$408,477.39, \$119,508.40 and \$298,067.42.

It is of interest to note that the three largest donors of this period

were not members of the Mennonite denomination. Though the contributions of these 240 persons exceed the \$800,000 it is quite evident that Bethel College found its chief source of support, especially during the earlier years, in the approximately 9,000 other contributors, who could contribute only smaller sums. It has not been the large gifts of the few but the small ones of the many that have kept Bethel College afloat. It has been the "widow's mite" rather than the "abundance of the rich" that has built and maintained Bethel College.

The following table shows the steady improvement in the finances in more recent years:²¹

<i>Year</i>	<i>Current</i>	<i>Plant</i>	<i>Endowment</i>	<i>Debt</i>	<i>Net worth</i>
1947-48	\$54,688.19	\$680,223.52	\$649,254.99	— —	\$1,384,166.70
1951-52	43,857.10	869,199.21	624,830.49	— —	1,537,886.80

D. Campus and Plant

A program of campus beautification was begun in 1933. In the spring of that year, about 250 rose bushes, spirea and trees were planted on the campus, much of it being border planting. A considerable amount of the stock needed for the planting was donated by nurseries of Newton and neighboring cities. Campus plantings were continued from time to time, but the shadows of the war clouds of the late thirties directed the attention and the energies of the administration largely into channels other than campus beautification.

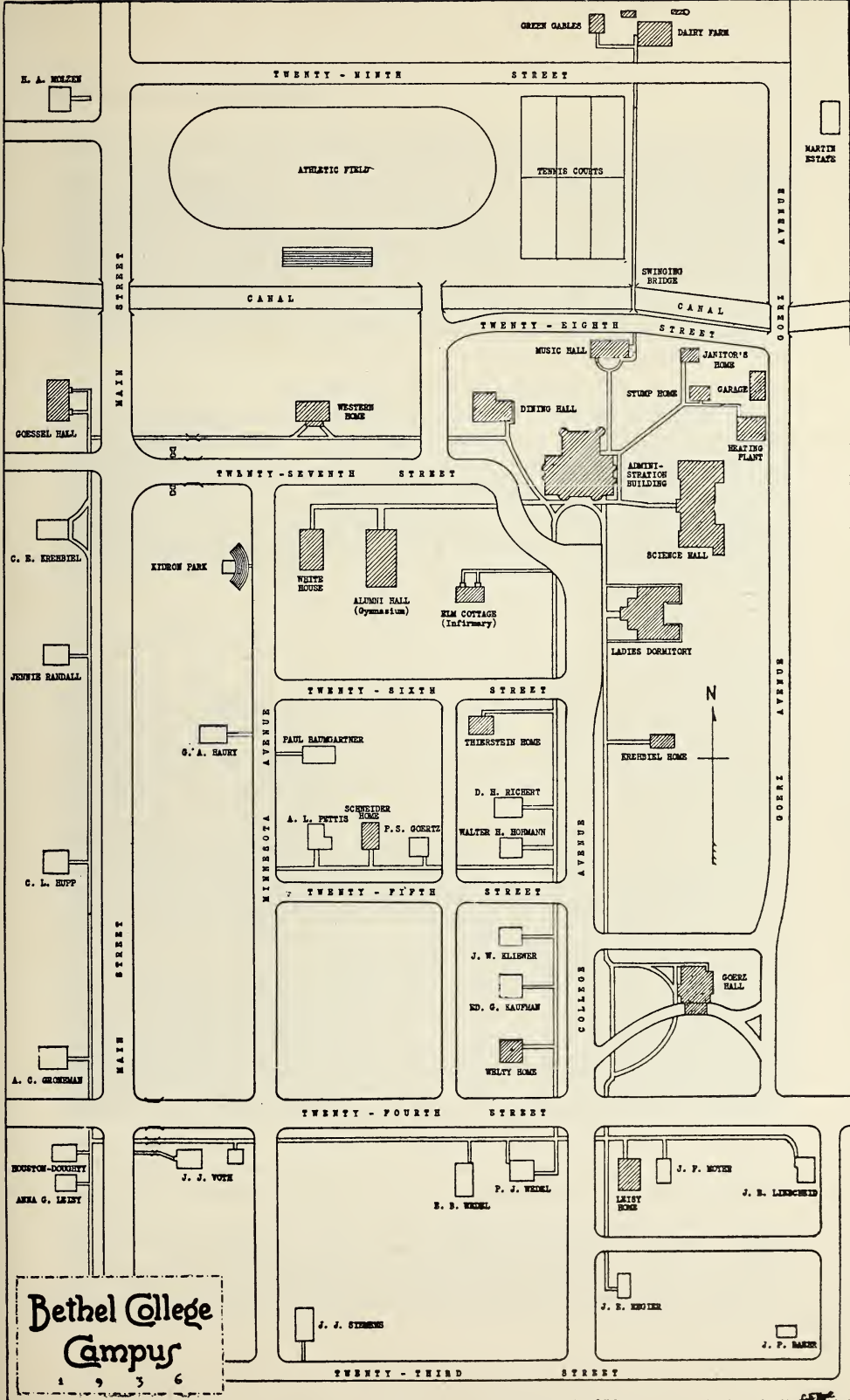
In 1936 a dead maple tree was dug up near the old boarding hall. When it was split up for firewood a small blue bottle was found ingrown in the stump. Sealed in the bottle was found a note which read:

Grand Arbor Day, April 13, 1894. This tree was planted by John Wirkler, Bethel College, at 4 p.m., with the 1894 Bethel College students, with over 100 trees at the same day.

John Wirkler
Newton, Kansas
Bethel College

It is an interesting coincidence that the note was found on the forty-second anniversary of the first arbor day at Bethel College. The memorandum was in a good state of preservation and is now in the Historical Library of Bethel College.

The campus was enlarged in 1936 by the purchase of ten acres of land west of and adjacent to the campus. In 1938 the board of directors gave its consent to the widening of highway No. 15 just west of the campus to meet the requirements of a federal highway. The work was done during the years 1938-1939. In the summer of 1938 the old Students' Home which had been standing empty for some time was torn down and the material used in the construction of a garage and storage facilities for College property. A steadily growing attendance during these years demanded increased facilities along many lines, instructional, student housing, boarding, residential, etc.



1. *Expanding Instructional Facilities.*—To provide additional instructional facilities unfinished parts of the Science Hall and of the Main Building were completed. In 1933 the home economics and the industrial arts laboratories were completed by the G. Zerger and J. H. Voth families respectively in memory of departed relatives. Rooms for the print shop were completed in the basement of the Science Hall in the same year, and in 1935 the rooms in the south wing of the Science Hall basement, later used by the secretarial bureau, were completed, both with generous donations by Sam Schneider.

In 1935 two rooms in the attic story of the Main Building were completed as dramatics and art rooms respectively. These changes not only relieved the congestion but gave opportunity to these departments for further expansion. In 1936 the rebuilding of the pipe organ in the chapel was made possible by contributions from the Bethel College Women's Association, this being their first project. In the same year the chapel was remodeled and enlarged. The seating capacity was increased thereby about fifty per cent to approximately 500. The new chapel was appropriately dedicated on September 20 by two addresses, "The Old Chapel" by C. E. Krehbiel and "The New Chapel" by Dorothy Franzen, a member of the junior class. Ed. G. Kaufman, A. E. Kreider and J. N. Smucker also had a share in the dedicatory program.

In 1937 an interbuilding and interoffice telephone system was installed in the College buildings. In the same year the library was enlarged by annexing the basement hall and the space under the front entrance steps to the book stacks, but even so a new library building soon became one of the urgent needs of Bethel College.

In 1940 the Alumni Hall was remodeled to house the Kauffman Museum acquired at that time. Alumni Hall so far served as gymnasium which function was to be taken over by the Memorial Hall just under construction. Both the Memorial Hall and the Kauffman Museum are more fully discussed elsewhere.

2. *Student and Faculty Housing.*—In 1934 J. J. Voth, A. J. Regier, and E. G. Kaufman erected their own homes. W. H. Hohmann bought the G. A. Haury residence. Later other staff members also acquired their own homes. The J. R. Thierstein property was given to the College on an annuity plan in 1935. The B. P. Krehbiel cottage was also acquired in 1935, the J. W. Kliever home and the Martin home (The Pines) in 1937, the Joe Goering Duplex, the McMillan house, and various other homes at a later date. The Ladies' Dormitory was officially named Carnegie Hall in 1937 in view of Andrew Carnegie's gift toward the erection of it in 1907.

To relieve the student housing situation the third floors of the Leisy Home, Goerz Hall and the White House were converted into student rooms in 1935. Later the third floor of the Kliever Home as well as the attic of Carnegie Hall were also remodeled to make more room for



STUDENT AND FACULTY HOUSING

Thierstein Home, 1935

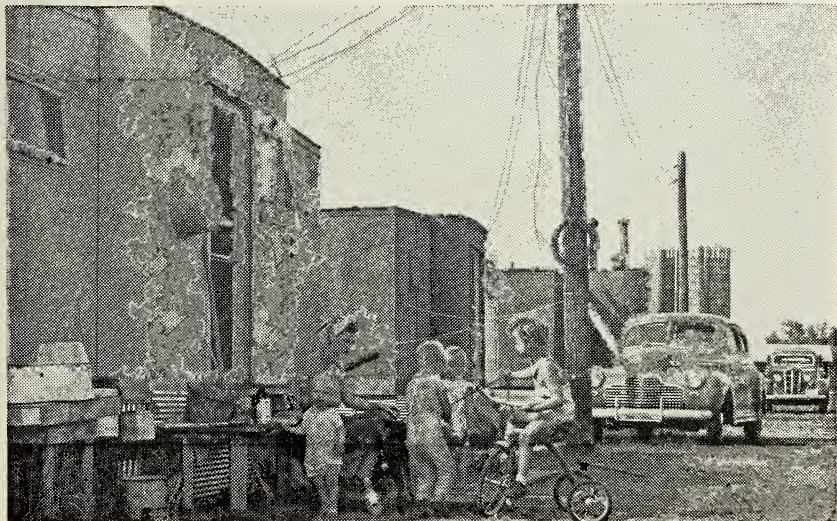
Goessel Home, 1936

The Pines (Martin), 1937

Krehbiel Cottage, 1935

Goering Duplex, 1947

Kliwer Home, 1937



COLLEGE TRAILER CAMP

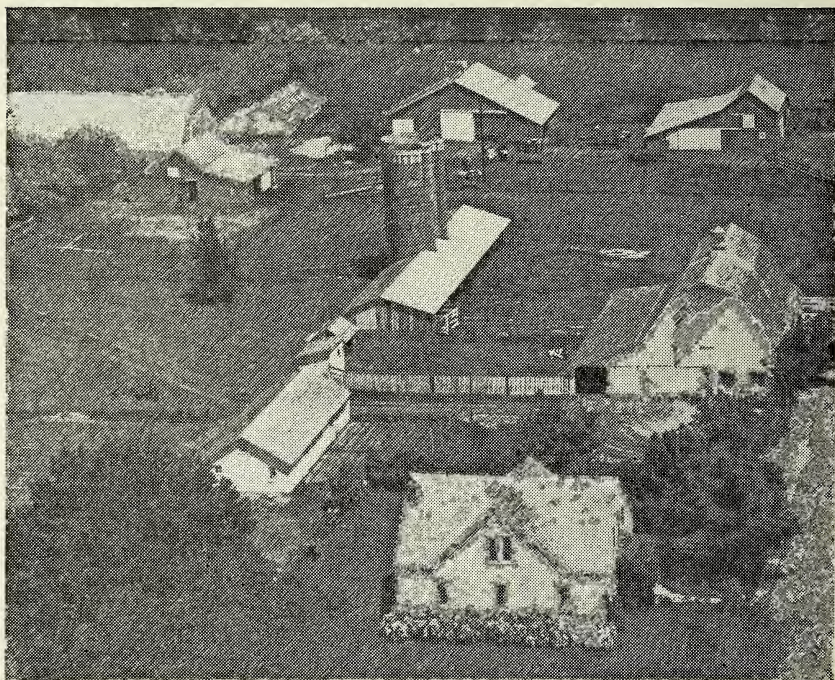
students. In 1936 the old Goessel high school building was purchased, moved to the Bethel College campus and converted into a men's dormitory.

With the close of World War II the pressure for student housing became really serious. Four government barracks were acquired. These were of such dimensions that they had to be sawed in half in order to move them to the campus where they were made to serve as boys'

dormitories. To meet the new influx of married students a dozen trailer houses were acquired from government surplus, a dozen specially constructed homettes were secured, besides a good many other small apartments were arranged. Even so not all of the over 70 married students could be accommodated in College quarters.

The College has so far not been in a financial position to provide fire-proof dormitories for men and women. However now there are good prospects for both of them, that for men is already in process of realization.

3. *The Dairy Farm and the Franz General Shop.*—In 1935 the College dairy farm at the north edge of the campus was started. This program was undertaken for a number of reasons. The College constituency being



COLLEGE FARM.—House, donated by Sam Schneider. Big Chief building, donated by R. R. Krehbiel.

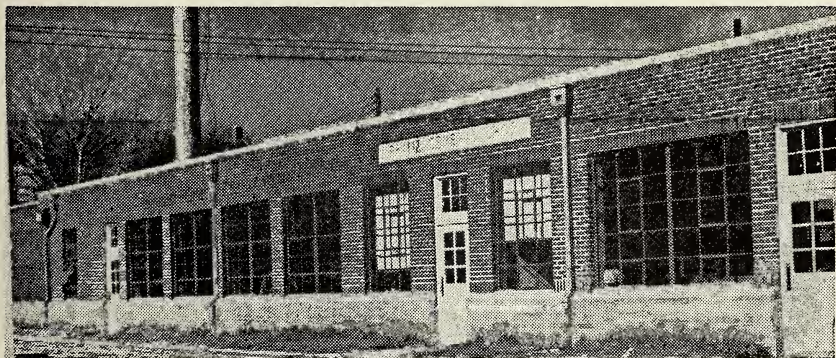
composed mainly of rural people it had long been felt that the College should do more along agricultural lines. In the second place it was thought that a dairy farm program would fit in well with student work by providing worth-while labor opportunities. Furthermore with a farm program the milk, eggs and even some of the meat and vegetables for the College dining hall and the campus community could be provided.

Through the years the program has been modified but nevertheless

has grown. Today the College farm buildings include a home, a first-class dairy barn and cattle shed, chicken house, hog house, two silos, a large granary, a Big Chief machine shed, a calf barn and other buildings. Much has been made of the hog program and especially of the dairy project which now has a herd of over 50 good Holstein animals including some 30 registered cows. With up-to-date machinery about one section of ground is cultivated on a general farming program.

Since 1949 the entire dairy farm program has been in charge of W. L. Friesen, a well-trained farm manager who also teaches the agricultural courses, besides giving general supervision to all farm land owned by the College endowment fund, comprising over 3,000 acres which is worked by various tenants.

To meet the demands of a rural constituency for farm shop as well as agricultural courses the Franz General Shop was erected in 1947. This



FRANZ GENERAL SHOP, 1947

brick building was made possible through the generosity of a number of Franz families of the Menno Mennonite Church, Ritzville, Washington. It was added to the east side of the heating plant making the total a little over 200 feet long and 46 feet wide. The building houses the industrial arts department as well as the farm shop. It is well equipped with offices for both departments. Besides the regular offerings for College students many farmers in the neighborhood have availed themselves of special night courses offered during the winter months.

4. *The Health Center and the Grattan Building.*—In line with the general plan of campus development, in 1947 the old Ladies Cottage, later known as Elm Cottage, was moved from its central location on the campus, not only to clear that spot but also to provide for better health facilities. It was relocated in the southwest corner of the College circle and remodeled into a modern Health Center. An extra story was added and the building otherwise enlarged and brick-veneered. This program

was the special project of College friends and former students who had entered the medical profession as doctors and nurses.

On the ground floor of the Health Center is an apartment for the resident nurse, a classroom, two College guest rooms besides laundry facilities. The main floor houses the offices, dispensary and a number of patients' rooms for men and women as well as a general ward. On the upper floor three well-arranged apartments are located mainly for

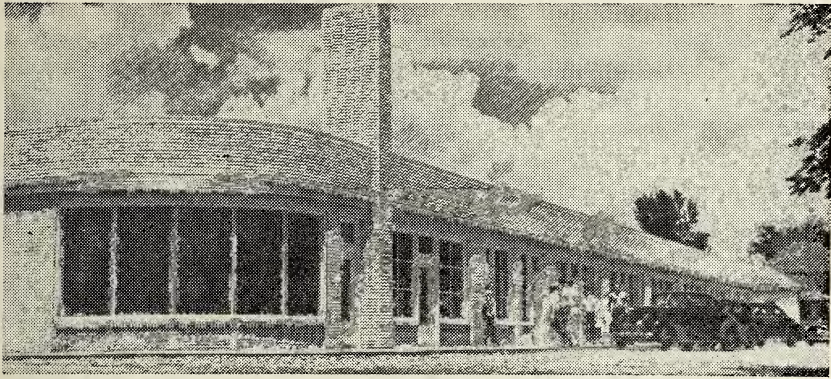


HEALTH CENTER, 1947

the use of lady teachers. The Health Center has been extensively used by students and faculty. It operates in cooperation with the Bethel Hospital and Clinic in Newton, not only in matters of student health but also in the entire nurses training program.

In 1948 the Grattan building was erected on the southwest corner of the campus formerly known as the Groneman corner. G. F. Grattan, an attorney at McPherson, Kansas, having shared the early pioneer years with the Mennonites in central Kansas, became interested in the work program of the College during the depression years of the early 30's. Some \$55,000 came to Bethel through his generosity and in 1948 the Grattan building was erected by the College. It not only produces rental income but also provides some opportunity for student labor in which

Grattan was so much interested. The building is 200 feet long and 70 feet wide, of cement block and brick construction. At present it houses the North Newton Post Office, the Mennonite Press, a jewelry store, a



THE GRATTAN BUILDING, 1948

shoe shop, and a large serve-yourself I.G.A. Stucky and Sons grocery store. All of these enterprises not only provide some student labor but also add much to the life of the campus community.

5. *The Memorial Hall and the Library.*—The Memorial Hall being a part of the College plant need only to be mentioned here as it is more



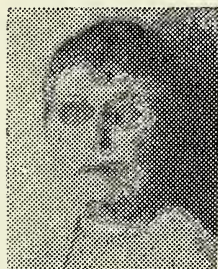
MEMORIAL HALL, 1942

fully discussed in connection with the 50th anniversary celebration in Chapter XXIII.

In the past sixty years the Bethel College library has grown from a collection of a few hundred books to a collection of some 30,000 volumes. To make room for this growing book collection more and more space in the Administration Building was taken over by the library. Finally the library occupied the first and ground floors of the north wing as well as two other classrooms on the ground floor. Not only was the library still too small but its location was undesirable. Above the reading room the organ was played most of the day and much of the evening. Outside the reading room in the main corridor there was constant noise and confusion.²²

The new Library building was begun in 1948, the cornerstone being laid on October 12 of that year. The same day the dedication of the Health Center took place. For many years previous the urgent need for the library was recognized and much prayer, planning and work on the part of many finally made it an actuality.

A small fund for this purpose had come together through the years but solicitation in a more aggressive way began in 1947. The College policy being to proceed on a "pay-as-you-go-basis," naturally progress was slow. Many individuals, families and groups made the Library Building an occasion to memorialize some loved one. Some of the larger donations of this sort were: the William P. and Katharina Hiebert Rempel Fund of \$25,000; the Goering family gifts ranging from small amounts up to \$16,000 and amounting to a final total of close to \$34,000; the alumni in 1952 contributed \$34,000 for the Library and aimed at a similar amount the following year; the largest single amount came from the Elizabeth Watkins Bequest some years previously amounting to over \$87,000 which the College board decided to use for the Library Building. A good number of memorial gifts of \$1,000 to \$5,000 were also received. The total cost of Library and furniture was something over \$200,000.



ELIZABETH
WATKINS

To give the students more privacy for study and also to provide more space for books, the large reading room is divided into six sections by low bookcases. In one section are found the general reference books, in the other five sections are books pertaining to the six divisions of our curriculum. Many books from the stacks have been moved into these five sections. There is shelf space for many more. Placing the books on open shelves in the reading room makes them much more accessible to the students, than when they are shelved in the stacks. A large work-room and private offices for the library staff are also located on this floor.

The book stacks are on the second floor of the library. The new steel stacks in addition to the old ones, which were rebuilt, more than doubled the stack space for books. On the second floor there is additional study space either in the large stack room or in the two conference rooms. On this floor a typing room enables students to do their type-



LIBRARY, 1952

writing in the library. For the faculty there are four small studies. Individual study tables for students along the east wall provide a place where students can work on research papers or term projects. A recreational reading center is located in the alcove above the entrance.

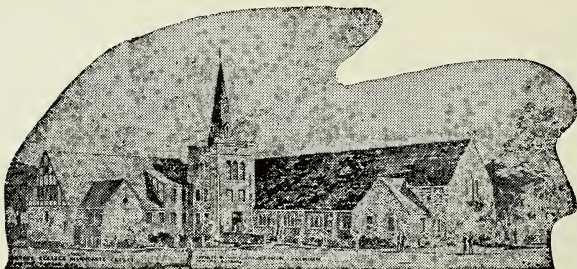
The ground floor houses a visual education room, and the Western District Conference loan library besides the Mennonite Historical Library and Archives of about 10,000 volumes, including a large, fireproof vault for rare books, three smaller research rooms and the editorial offices of *Mennonite Life*.

The building is provided with elevator service for books and persons. Reading rooms on the various floors provide seating capacity for well over 400 persons. The library building is one of the finest of its kind and certainly the best building on the Bethel College campus.

6. *The College Church and North Newton.*—Both the Bethel College Church and the city of North Newton, although not directly connected

with the College, nevertheless greatly affect the College. Both the congregation and the town were called into being by the College and exist because the College is here.

The relation of College and congregation has been discussed elsewhere and here attention needs to be called only as it affects the College campus and plant. From its beginning the congregation used the College chapel and other facilities in its church and Sunday school work. For many years money was collected for a future church building, but it was not until about 1947 that more aggressive efforts in this direction were put forth. The College donated the building site and the congregation organized itself for the solicitation of funds. In 1950 construction of an up-to-date church building, including an educational wing began. The stone



THE BETHEL COLLEGE MENNONITE CHURCH

structure is of architectural design to conform with the English Collegiate Gothic pattern of the College buildings. The entire cost when completed will be around \$250,000. The building is property of the congregation; it will, however, also serve the needs of the College. Funds for it are solicited from the members of the local congregation and the College constituency at large. The statement of agreement regarding the working relationship of College and congregation is found elsewhere in this volume. This church building is a great addition to the campus and plant of the school.

The city of North Newton was incorporated as a separate town in 1935 and elected its own council. Before this time the College was largely responsible for streets, sidewalks and other campus improvements of various kinds. Naturally the community, and at times even the city of Newton, the township and county helped along. Since the community has been incorporated as North Newton various improvements have been made greatly affecting the College community and the campus. In 1940 the sewer system was put in and connected with that of the city of Newton. Streets have repeatedly been graded, sanded, and black-topped. Curb and gutter as well as sidewalks have been built. Street lighting has been installed. North Newton being small, for some years

70 per cent of the budget for village improvements was carried by the College and only 30 per cent by the village. As the population increased these expenses were put on a 50-50 basis and are gradually being shifted to a 30 per cent College and 70 per cent basis for North Newton, in the hope that as North Newton grows the College share will finally be eliminated altogether. The College is legally tax exempt and the school hopes soon to be free of any expenditures that really should be carried by North Newton. Repeatedly there has been discussion as to whether North Newton should merge with the city of Newton proper. Whatever the final answer to that question may be, so far the city of North Newton has been a great help to the College and has influenced its campus development in a wholesome and helpful way.



PROPOSED MEN'S DORMITORY

Fireproof dormitories have been on the College program for a long time, awaiting larger gifts to make these possible. For some years Mr. Adolph G. Goering of Moundridge, Kansas, has given serious consideration to this need and in 1953 made possible the erection of a dormitory, housing over 100 men. The architect's drawing shown above was made a good many years ago, hence the new structure now to be erected may appear somewhat different when completed,

CHAPTER XXI

ACADEMIC REVISIONS

Since the aims of an institution of learning are achieved partly through its curriculum, curriculum making or revision must be carried out in the light of such aims and objectives. The first catalog of Bethel College states the purpose of the new and enlarged institution to be the same as that of its predecessor, the Halstead Seminary, namely to prepare teachers and church workers.¹ These aims were repeated in substance with some restatements in subsequent catalogs until 1932. The time was past when such general statements could adequately represent the aims and ideals of the institution. Bethel College was striving to take its place with the accredited institutions of higher learning of the state, and a more explicit statement of its aims and objectives was in order. Its general purpose, primarily to serve the Mennonite church remained, of course, unchanged.

A. A New Statement of Aims

The general plan of the reorganization of the curriculum, begun in the first year of Kaufman's administration, contemplated the grouping of the individual courses into a few major divisions with division faculties and a division chairman for each. Not only were the general aims of the institution revised but each division faculty set up a statement of the specific aims of its division. The general statement, of a more or less tentative nature at first, was given more permanent form in 1934 when it was adopted by the board and the faculty.² This statement has been published in the College catalog each year. It served as a guide for Bethel College for two decades and was considered something of a model by other institutions and educators. It reads as follows:

The following statement of aims was adopted by the faculty, May 2, 1934, and by the board of directors, May 11, 1934:

I. *Denominational*: Bethel College was established and exists primarily in order to serve the group of over 100,000 persons of the Mennonite faith west of the Mississippi River by providing the facilities for a thorough Christian higher education for their young people. For this denominational constituency the school aims to provide (1) a spiritual force making for integration and progress of a people with a history going back to the time of the Reformation; (2) a center for the conservation of the best elements of historic Mennonitism, including a positive attitude in support of the principles of peace, simplicity of life, habits of industry, integrity of character, sacredness of the home, respect of personality, the authority of the Scriptures, and freedom of conscience; (3) an opportunity of a Christian college education to many who would otherwise not avail them-

selves of one; and (4) a trained leadership and more intelligent and consecrated laymen for the church. By rendering this service to the denomination, Bethel College aims better to enable Mennonites to make their contribution to the present and future generations. However, any student of good moral character who is in sympathy with the Christian spirit of the institution is welcome, regardless of denominational preference. The attitude of Bethel College in this respect is clearly expressed in the First Annual Report of its board of directors: "The Mennonite Church owes a debt of gratitude to other denominations who have freely opened the doors of their educational institutions to Mennonite young people and it shall be the aim of Bethel College to pay this debt of gratitude by opening its doors to all who may wish to avail themselves of the opportunity it offers."

II. *Community*: In regard to the city of Newton and the surrounding community Bethel College aims (1) to cultivate a deepening mutual sense of kinship; (2) to relate itself intimately to the churches of this area and assist them in a more thorough penetration of the community by the Christian spirit and help integrate the life of the neighborhood in accord with Christian ideals; (3) to undertake studies reaching through the economic, social, educational, ethical, and religious interests of the city and the neighborhood in order to reveal available resources and furnish the factual basis for a practical program of service; and (4) to provide the community with courses for adult education, lectures on current and scientific problems, library and laboratory service, musical and literary entertainments, and public programs of various kinds.

III. *Vocational*: The aims of Bethel College are cultural rather than professional. However, the curriculum is planned to include the ordinary prelaw, pre-engineering, premedical, and pretheological courses, and to lay a sufficiently broad foundation so that professional training along these and other lines may be continued after college. Recognizing the need of well-trained Christian leaders in our schools, Bethel College also maintains teacher-training courses. And to meet, at least in part, the historic Mennonite interests and present needs, a limited number of courses are offered in music, art, home economics, agriculture, industrial arts and business administration.

IV. *Individual*: In individual students Bethel College aims: (1) to develop the intellectual abilities, and to cultivate habits of logical thinking; (2) to acquaint students with the main fields of human interest; (3) to guide them in the acquisition and integration of knowledge; (4) to give intensive training and to encourage creative activity in a chosen field; (5) to prepare them for advanced study or an occupation after college; (6) to establish the habit of scholarly growth; (7) to develop physical and mental health; (8) to broaden aesthetic interests and develop the power to appreciate and create the beautiful; (9) to encourage refinement of manners and develop social resourcefulness; (10) to develop the social conscience and a sense of group responsibility; (11) to foster discipline in conduct, develop the moral life, and lead students into a regenerated religious life and the acceptance of Christ as their Lord; and (12) to prepare for intelligent and effective Christian participation in the life of the family, the community, the nation, and the international order.

V. *Method*: These results Bethel aims to achieve (1) by exercising careful selection in the admission of students and by a guidance program intended to assist the student in making the proper adjustment to his new environment; (2) by carefully advising students in the selection of their course; (3) by differentiating in its curriculum between courses of the lower and the upper levels; (4) by adapting courses as far as practicable to the needs and capabilities of individual students as these are revealed by frequent conferences between students and instructors; (5) by making extracurricular activities an integral part of the total program and life of the school; (6) by discovering and analyzing character-

istics of individual students through tests, interviews, and other means, and by using this information as a basis for a program of personal help and guidance in the achievement, development and growth through actual participation in solving problems of various kinds in cooperation with competent and dynamic Christian teachers; and (8) by testing achievement by means of a comprehensive examination before graduation.

B. The Curriculum Reorganized

The task of reorganizing the curriculum is not a simple one. To subdivide the great fields of human knowledge is in itself no small task, the lines not always being sharply drawn. The thread of unity in human knowledge should not be snapped in too many places. Borderline courses could prove a source of argument. Into how many major subdivisions should the curriculum be subdivided? Should religion be placed merely on a par with other related departments or should it be given distinctive recognition in the curriculum? Applied courses had come to be accepted as an integral part of the curriculum. Where should they be placed, and how much weight should be given them in a liberal arts curriculum?

1. *Curriculum Divisions and Introductory Courses.*—Considerable experimentation took place during the next few years. In the first reorganization in 1932 the eleven groups into which the curriculum had been divided for some years preceding were discarded and the departments regrouped under three major divisions as follows: (1) Languages, Literature and Art; (2) The Natural Sciences; (3) The Social Sciences. This grouping was experimental. In 1935 the courses were regrouped into four divisions and after further study, in 1939 the following five major divisions were adopted: (1) Bible and Christian Education; (2) The Humanities; (3) Mathematics and the Natural Sciences; (4) The Social Sciences; (5) The Applied Arts and Sciences. In 1945 a core curriculum was adopted in which certain divisional requirements must be met by every student as a basis for a thorough-going Christian liberal arts education. The major divisions of the curriculum remained the same. In 1952 the courses were somewhat regrouped to arrange for a sixth division, namely Teacher Education. Each division has its own detailed statement of aims which dovetail into the general statement of aims for the entire institution quoted above.

With the reorganization of the curriculum into major divisions introductory courses for each of the divisions were also introduced. These courses were intended to round out the student's curriculum in fields other than those of his major interest by giving him an overview of fields neglected in his regular choice of subjects. Not all of these subjects were required of every student. They were modified in 1939 and later, partly because of only lukewarm support by the faculty and partly because of their questionable status for purposes of transfer. A questionnaire circulated among the students revealed a majority to be in favor

of continuing them. That some benefits are derived from such courses need not be questioned, but for their best success in the classroom they would seem to require teachers of broad general rather than highly specialized training. These or similar core courses for each division have in time become standard practice.

Another attempt to improve the situation was begun in 1940 along somewhat different lines. It consisted in the adoption of a reading list, intended to broaden the horizon of upper level students and to help fill in gaps in their curriculum. It was intended especially for juniors and seniors but is available to all students. The list was drawn up by department heads with the approval of the committee on students and is administered by faculty advisors and major professors. It is serving a useful purpose, but owing to difficulties of administration its possibilities are hardly utilized to their fullest.

Much thought and study has been given at Bethel College to the problem of proper articulation between the student's high school and his college curriculum. Repeated revisions of requirements on the freshman-sophomore college level have been made with this in view, but under the present elective system the problem presented many difficulties.

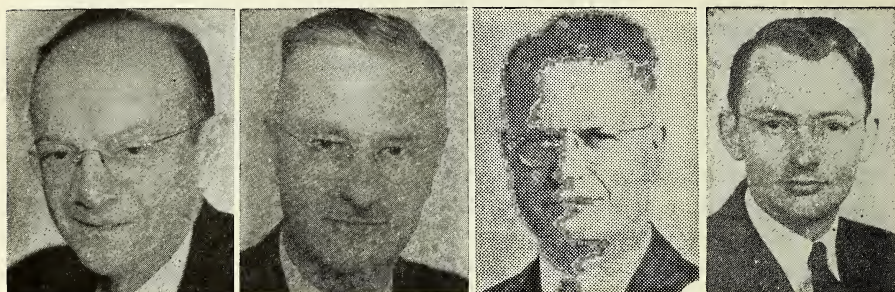
2. The Quarter System.—In 1939 Bethel College made the transition from the two semester to the three quarter division of the school year. Much study and discussion preceded the change. The minutes of the faculty meetings reveal a decided hesitancy to make the change, requiring as it did a reworking of courses, credit hours, and other established procedures. The advantages claimed for the quarter over the semester system were: (1) It accommodates an increasing number of students who must earn in order to be able to attend college. (2) It makes possible better correlation between the student's academic and his labor program. (3) It fits into a full-year four quarter program. (4) It reduces the number of courses a student carries at one time. (5) It breaks the cost to the student into smaller units. (6) It fits into a physical education program of fall, winter and spring sports. (7) It helps to "correlate and integrate the student's threefold program, the academic, the extracurricular and the physical labor program."³

Time also showed up some disadvantages. The deviation from recognized standard credit for well-established courses, the conversion of credits with at least a possible partial loss in case of a transfer of credits, the additional work for the dean, the registrar and the business office, are considerations that weigh on the negative side. To avoid some of these disadvantages, registration for the whole school year at the beginning of the year was tried at the opening of the year 1941-42. The practice has been retained and perfected since. This "long range" planning makes for a better integrated course for the student and avoids, in good measure

at least, the disturbing effects of an entire re-registration for the second and third quarters. At this writing the quarter system seems to be taken for granted.

3. *Honors Courses.*—Honors courses (reading for honors) were introduced in 1935. Their purpose is "to give students who have capacity for scholarship and special ability an opportunity to pursue work that is superior in point of individual initiative and sustained effort, and to make possible, during the last two years of the College course, an integrated and unified grasp of some body of related truth."⁴ The plan has been quite successful in giving the exceptional student an opportunity to follow out special lines of investigation of interest to him. It is confined to juniors and seniors who have met certain scholastic standards in their previous work. This honors work is stimulating high scholarship.

4. *Religious Instruction.*—The demand for instruction in Bible and Religion continued strong among the constituency. Discussions regard-



BIBLE TEACHERS.—A. E. Kreider, A. Warkentin, H. A. Fast, E. Waltner.

ing the establishment of a Mennonite Bible School and Theological Seminary repeatedly occupied the attention of the board of directors during the early years of this administration, but progress in this direction was slow. Early in 1937 President Kaufman reported to the faculty that a truly representative Seminary Board was to be created, representing as many Mennonite conferences as would join.⁵ The General Conference at its 1938 session in Saskatoon, Canada, lent its support to the efforts at strengthening the religious work in Mennonite colleges. It encouraged the existing colleges to do what they could to meet the existing needs of the churches for workers until the question of a Seminary and a Bible School could become more definitely crystallized.⁶ In August, 1940, the Witmarsum Seminary Board, meeting in Chicago, decided that the time was not yet ripe for establishing our own Mennonite Seminary and Bible School, either separately or in affiliation with some existing seminary. The Mennonite colleges were advised by the Seminary Board to strengthen

their Bible departments as far as possible and to counsel those desiring to continue their preparation for Christian service as far as practicable.⁷

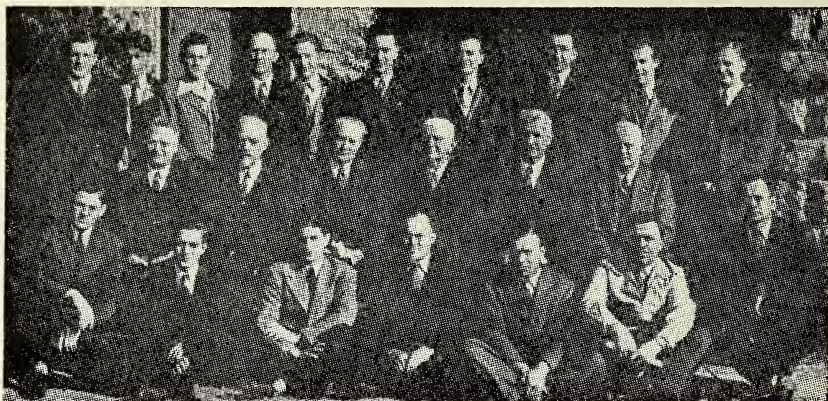
Under the spur of such incentives Bethel College took repeated action in this direction. The annual meeting of the Corporation in 1936 already had approved the employment of an additional Bible teacher. The annual catalog of 1936-37 gives general suggestions for a pre-theological course for students desiring to enter a theological seminary with a view to preparing for the ministry. It was intended to prepare students for Christian service in the various fields and to lead to the Th.B. degree. Plans for the further extension of such work were under frequent consideration. Two additional courses may be mentioned here specifically: a two-year Bible Course following a two-year high school course, and a one-year course above the Th.B. or A.B. degree. The latter would be the equivalent of the first year of a graduate theological seminary.⁸ This course introduced in 1939 had been approved by several graduate seminaries. It saved the student a year's work at the seminary. The 1938-39 annual catalog announces a ministerial course of one year for those who wish to continue further study in Bible and religion, while at the same time being engaged in practical work as pastors, etc. The Bible training course, first announced in 1938-39, was intended to "supply the long felt need of a better-prepared lay leadership in our churches."⁹

Special inducements were offered students desiring to enter the field of religious work, both financially and through increased opportunities for practical work. One-half of the tuition was remitted to fifth year students, ten labor stipends were offered students of the special Bible course, and the Herman Sudermann Mission Scholarships were made available to ministerial students recommended by a congregation or a conference and approved by the College.¹⁰ Opportunities for practical work were offered through such channels as: city missions, Sunday school work, Bible classes, song leaders in congregations, ministerial assistants, prison missions, etc.

Some tangible results followed these efforts. In 1941-42 twelve students were taking the ministerial training course, of which five were fifth year students; in 1942-43 there were fourteen students taking such training, of which four were fifth year students.¹¹ With the opening of the Menonite Biblical Seminary in Chicago in the fall of 1945, this advanced work was discontinued at Bethel College.

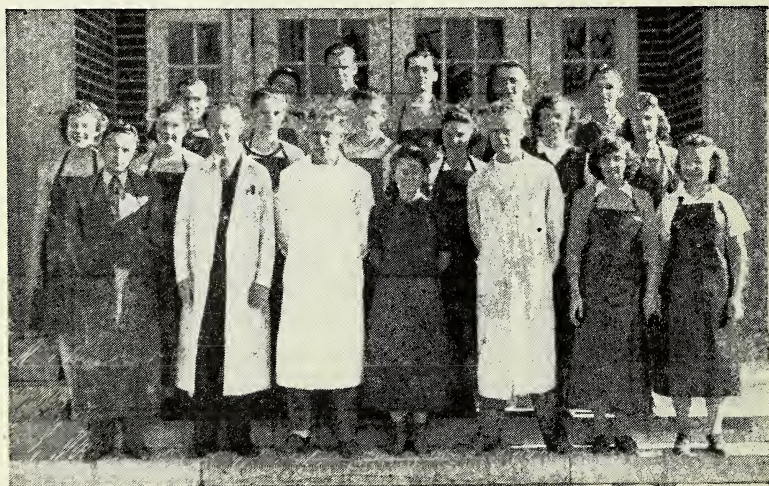
The field of adult religious education, too, was not neglected. In 1937 the Bible department was so organized that work offered in it met the requirements of the standard leadership training curriculum of the International Council of Religious Education. Completion of certain courses led to the granting of a certificate.

Division I in the catalog is named "Bible and Christian Education" and includes courses of the following departments: Bible, Christian education and church work, church history, theology and philosophy.



MINISTERIAL STUDENTS AND TEACHERS, 1944. *Front row:* Jacob Friesen, Harold Buller, John Graber, Henry Toews, Leslie Becker, Ben Rahn. *Middle:* H. A. Fast, C. E. Krehbiel, E. G. Kaufman, P. A. Penner, L. Hostetler, P. S. Goertz. *Back:* Malcolm Wenger, Carl Stucky, Ernst Harder, Menno Kliewer, David Habeggar, Waldo Kaufman, Verney Unruh, Henry Goosen, Willard Wiebe, Ronald v. Riesen.

5. *The Natural Sciences and the Humanities.*—The second division of the curriculum, entitled "The Natural Sciences" includes courses of the



CHEMINAR, 1944. *Back row:* Roland Stucky, Paul Andreas, Wilfred Friesen, Kenneth Epp, Alden Voth, Eugene v. d. Smissen. *Middle row:* Ruth Smith, Maxine Feltz, Willis Wollman, Carl Ebersole, Evelyn Voth, Adelia Jantz, Viola Unruh. *Front row:* Walter Lohrentz, L. C. Kreider, Erwin Janzen, Francis Moyer, Willis Riesen, Katherine Linscheid, Lois Lohrentz.

following departments: biology, chemistry, mathematics, and physics. This division has maintained a high standard but otherwise has pretty much followed standard practice in this area.

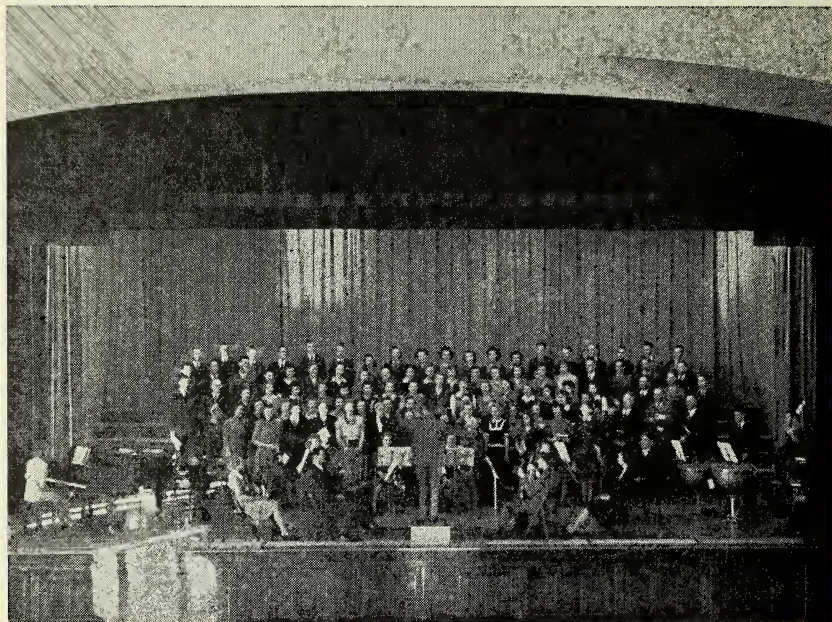
The third division of the curriculum goes under the heading of "The Humanities" and includes courses of the following departments: art, languages, literature and speech, music and philosophy. Developments in languages and music are further discussed below.

The place of foreign languages in the curriculum was a source of much deliberation in committee and faculty meetings. During the early years of Bethel College practically all students of German parentage had received formal instruction in the German language in the parochial schools conducted in the various Mennonite communities. This early training was continued in college in most cases. With the gradual disappearance of the German language in these communities and its consequent discontinuance in the schools, the foreign language situation in Bethel College also changed. The constituency was still clamoring for "more German" in Bethel College, even though it was being neglected in the home and in the parochial schools. But the younger generation no longer had the acquaintance with, or felt the need of the German as urgently as did the older generation. German was becoming more and more a "foreign language" at Bethel College. The tendency being toward applied knowledge, the conflict between the cultural and the vocational accentuated the problem. Students had come to consider the selection of courses largely from a utilitarian viewpoint. The question of what practical value does a course have, of what use is it going to be, largely overshadowed all other questions. The problem was complicated by the dropping of a foreign language requirement for graduation in Kansas high schools and the unconditional admission of high school graduates to state colleges. The problem was finally solved by requiring placement tests in foreign languages of all entering students unless they offered at least two satisfactory units of foreign languages for entrance. Placement tests have increasingly found favor with the Bethel College faculty in other lines, too. The study of German at Bethel College has much more than held its own in comparison with other foreign languages.

In the curriculum as well as in the area of extracurricular activities music has always played an important role at Bethel College. In recent years the music faculty has been strengthened and the curricular offerings standardized. Besides the general run of applied music, various music courses are offered so as to enable the student to secure a major in music with the A.B. degree, or the degree of Bachelor of Music Education for those going into teaching.

In 1934 a music studio was opened in Newton for piano students, but after a few years was discontinued. In 1935 a "Voice Clinic" was intro-

duced but has not functioned regularly during the years. The "Chimes," or "Singing Tower" was installed early in 1936 through faculty and student cooperation. Ever since its music has pealed forth at noon and 10:00 p.m. to students and residents on the campus. The melodies of



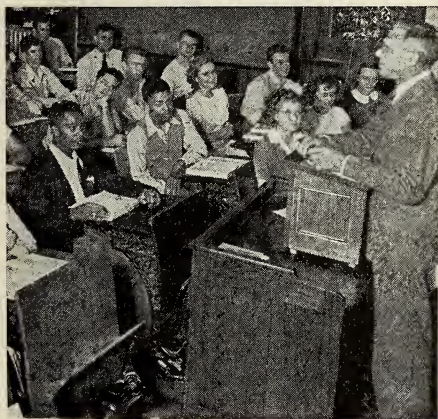
THE MESSIAH CHORUS, 1943

Christian hymn tunes are used as a reminder to prayer and thanksgiving. The juvenile section of the Bethel College music department was begun in 1937. It accommodated the preparatory students of the department and has developed to considerable proportions under the able leadership of Mrs. Ferdinand Voth, its director since 1937.

6. *The Social Studies and Teacher Education.*—Changes in departmental offerings during these years consisted primarily in the expansion of such offerings in response to the requirements of a rapidly increasing student body. The Social Studies had been somewhat neglected especially in the narrower field of sociology. In 1930-31 twelve semester hours were offered in this field with fourteen hours of alternating courses. That this field can make some real contributions to a needy and chaotic world if it can live up to its objectives as tersely stated in the following words: "To develop well-rounded personalities which as nearly as possible will be able to adjust themselves constructively to changing conditions; to develop the art of living together in a heterogeneous but harmonious society,"¹² is quite evident. The ability to live together peacefully is

a "consummation devoutly to be wished for," a goal most earnestly to be striven for; and, if this is the primary aim of the work in this field, it deserves a place second only to religion in the curriculum of a Christian college. The Division of Social Studies includes the following departments: economics, history and government, psychology and sociology.

More students at Bethel College are interested in teaching than any other profession. This has influenced the development of the curriculum



IN THE CLASSROOM
M. S. Harder



VISUAL EDUCATION
Miss Marjorie Ruth

and the faculty. In 1916 the school was accredited by the Kansas State Board of Education. In 1952 Teacher Education was made a separate division of the curriculum and the College was admitted to the American Association of Colleges for Teacher Education. Courses preparing for both high school and primary teaching are offered. A teacher placement bureau is maintained by the College and is rendering great service in getting prospective teachers and public school authorities together. In recent years the demand for Bethel College students as public and private school teachers has far exceeded the supply. It has been the policy of the placement bureau to encourage Mennonite teachers to accept schools in Mennonite communities in order that Bethel College might better serve its constituency.

7. Applied Arts and Sciences.—As indicated in the statement of aims Bethel College believes in education conducive to making a worth-while life but also helpful in making a living. Hence in the new curriculum a

place was made for a Division of Applied Arts and Sciences. The special aims of this division as stated in the catalog are:

(1) To develop interest in and offer firsthand knowledge of the practical world; (2) to develop the body to the end that each individual may live at the highest possible level; (3) to develop a love for orderly and systematic procedure in the performance of any task; (4) to develop skills in activities and favorable attitudes toward play and the arts that will carry over and function during leisure time; (5) to emphasize the dignity of labor and teach respect for the worker.



TYPEWRITING CLASS—Frances Becker, Teacher.

The courses offered by the following departments are in this division: agriculture, home economics, business, industrial arts, health, physical education and recreation, and nurses training. The last two departments mentioned above deserve brief discussion here.

In 1932 the administrative council approved the formation of an athletic association to supervise athletic activities.¹³ In 1934 the curriculum offerings in the department of physical education were increased sufficiently to permit the giving of a minor in the department. Changes in the program of the department in 1939 aimed at the development of special skills through the work of the department and also sought to bring about a better balance between the student's academic, labor, and recreation schedules. More attention was also being directed toward corrective exercises as based upon the physical examination given students, and toward adapting the student's recreational training to post-college life. Much progress was made in this direction. In 1946 Robert Tully, an expert in Christian recreation, joined the faculty and greatly promoted a balanced and wholesome program of recreation.

A cooperative program for training nurses was worked out with the Bethel Deaconess Hospital of Newton. Officially the nursing school is

operated by the hospital; however the basic science courses are taught at the College. After earning the R.N. degree the student continues at the College for the B.S. degree and so can earn both degrees in five years. In 1951-52 the enrollment of the nursing school was 61. Two classes were graduated during the same year: one of 11 members in March and one of 12 members in September. The nursing school is fully accredited by the state accrediting agency and tentatively so by the national organization. Bethel College is very happy in its working relationship with the Bethel Deaconess Home and Hospital in this program of nursing education.

8. *Growth of the Curriculum.*—A few other changes in the curriculum may be noted. In 1934 the offerings in speech and journalism were increased sufficiently to raise this work to the rank of a department. For the second semester 1937-38 a course entitled "The Peace Principle" was introduced. It was intended "to cover the New Testament attitude on peace, to trace the peace idea in the history of the church, to consider modern implications of the peace idea, and to try to help formulate what a Christian's personal stand on this question today should be."¹⁴ A new course in orientation was introduced in the fall of 1939 under the name "College and Life." After two years of rather hazardous existence, it shared the fate of its predecessors in this field and was abandoned.

The accompanying table shows the growth of the College curriculum at five-year intervals since the introduction of a full four year college course. For the duration of the war the figures are given for alternate years. The table also includes the figures for the first post-war year. The shrinkage of the offerings during the war and their expansion after the war are very noticeable. Courses are classified under catalog headings, and a blank in the table does not necessarily imply that no courses were offered in that field; it may be the result of a reorganization of departments. There is some duplication in the figures; courses accepted for credit in more than one department being included in each department, but alternating courses are not included in the offerings for the respective years. A number of courses are listed in the catalog as given only on sufficient demand. Since the curriculum has been reorganized repeatedly the figures given in the table cut across departmental lines in some cases. They represent semester hours of credit.

The steady growth in curriculum offerings is noteworthy. Occasional slumps in departmental offerings can be accounted for, in great part at least, by faculty leaves of absence. The greatest advances have been made along vocational lines; the natural sciences and the social sciences also show good growth. Music has made rapid strides forward; Bible, English, and mathematics have been fairly consistent. Foreign languages have had a somewhat checkered career. The whole curriculum picture can be judged fairly only in the light of the whole faculty picture and of student demand and constituency needs.

GROWTH OF THE BETHEL COLLEGE CURRICULUM
(Figures represent semester hours of credit)

	1911- 1912	'16- '17	'21- '22	'26- '27	'31- '32	'36- '37	'41- '42	'43- '44	'45- '46	'46- '47
Agriculture.....	—	—	—	3	—	5	10	—	—	16
Art.....	*	*	**	**	**	20	20	20	10	16
Astronomy.....	4	4	2	3	2	2	2	2	—	3§
Bible.....	10	20	26	39	23	21	30	29	27	20
Biology.....	10	20	20	26	26	30	31	27	34	32
Chemistry.....	11	18	20	28	28	29	45	38	33	29
Church History.....	9	8	10	6	6	—	4	8	9	12
Economics.....	3	3	11	9	9	23	25	22	27	27
Education.....	—	21	24	28	43	39	42	47	42	35
English, Lang. & Lit.....	15	26	26	28	40	26	35	39	25	33
French.....	—	10	10	24	13	16	16	16	16	16
Geology.....	5	5	5	—	—	—	3	3	—	3§
German.....	12	38†	18	31	53	26	25	10	14	17
Greek.....	10	8	6	12	6	—	6	—	—	6
Health & Phys. Educ.....	—	5	9	5	5	14	32	17	11	19
History & Government.....	8	9	21	21	32	29	41	33	37	38
Home Economics.....	—	—	18	28	32	36	39	32	35	26
Industrial Arts.....	—	—	—	9	29	22	34	25	21	39
Journalism.....	—	—	2	4	4	4	4	—	—	4
Latin.....	10	9	14	28	—	—	—	—	—	—
Mathematics.....	13	29	29	25	38	29	33	29	35	38
Music, Applied.....	*	*	*	8	8	8	8	38	30	60
Music, Theory, History, Public School.....	*	12	13	32	55	54	59	43	45	57
Philosophy & Theol.....	14	20	21	18	9	24	17	17	14	22
Physics.....	—	8	8	16	33	24	29	34	5	23
Psychology.....	3	8	6	11	23	26	10	12	11	17
Religious Education.....	—	—	3	3	3	2	12	—	—	—
Secretarial Studies.....	—	—	—	—	6	16	19	28	§§	27
Sociology.....	3	6	17	13	26	26	26	23	7	27
Spanish.....	—	6	10	21	13	—	10	16	16	16
Speech.....	8	7	7	7	9	9	11	13	6	14
Theology, Practical.....	—	—	—	—	—	—	—	8	7	11
	148	300	356	486	574	570	710	629	520	700

* Given, but not for credit.

** Private lessons available from outside instructors: no credit.

† Twenty of these were for English speaking students.

§ Our Universe—Astronomy and Geology.

§§ No regular class work offered.

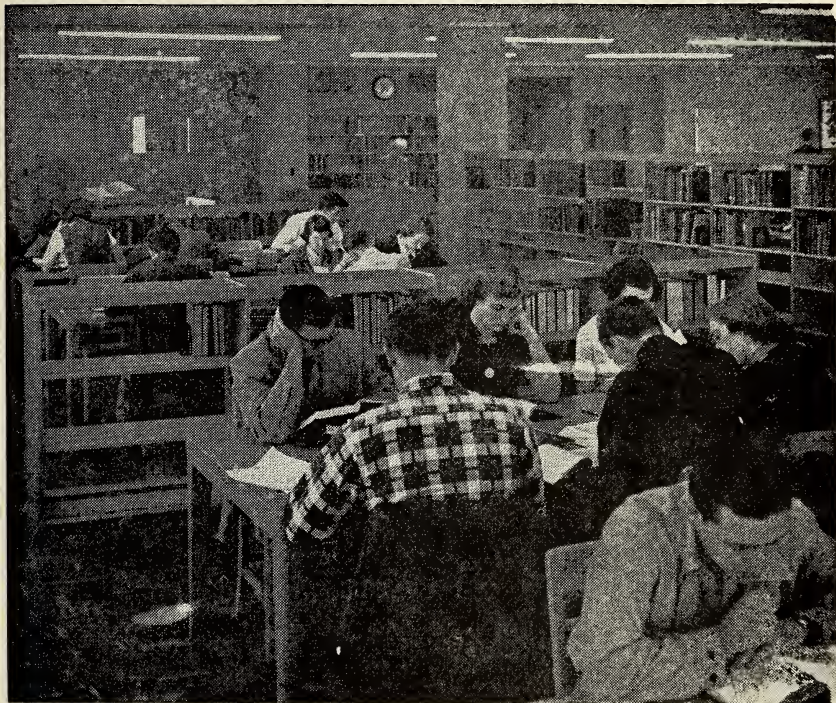
Courses are classified by catalog headings.

Many courses given only on sufficient demand in a number of departments.

Some figures are to be regarded as close approximates only.

Applied music includes Piano, Organ, Voice, and Violin during the earlier years; since the war additional credit is offered in a variety of wind and string instruments.

9. *Library, Laboratories and Visual Aids.*—The library of Bethel College experienced a slow but steady growth during these years. By 1952 it contained over 30,000 volumes, covering all the different fields of instruction. More than 200 periodicals come to the library regularly, partly through subscription and partly by donation. It is maintained by regular appropriations. The yearly accessions number about 600 volumes. It has also received some valuable donations in books. In 1936 ex-President Kliever donated his private library of about 2,000



LIBRARY, MAIN FLOOR

volumes to the Bethel College library. The collection of books that is being donated annually by the Carnegie Endowment for International Peace also deserves special mention. All books are classified according to the Dewey system and there is a complete card index. A music cabinet, a picture file, and a clipping file form a useful part of the library.

Students make free use of the library. In a comparative study of the use of the library made in 1933 in eight denominational colleges in Kansas, Bethel College ranked third among the eight institutions, averaging ninety-two books per student.¹⁵ The new library building begun in 1947 and completed in 1952 greatly improves the library facilities.

Laboratory facilities in the natural sciences, physics, chemistry and

biology and in applied arts and sciences, commerce, home economics, and industrial arts have also been increased as occasion demanded. It has been the consistent policy of Bethel College to expand the work in the various departments only as rapidly as satisfactory facilities for the successful prosecution of such work could be made available. Bethel College laboratory facilities rank well among facilities of their kind in the denominational colleges of the state.

A program of visual education was introduced in 1936 made possible by a gift of the class of '36 of a motion picture machine. The program has grown. The College now has 4 projectors and screens, also a number of reels, films and slides; although as a rule films and slides are rented from other agencies. This equipment is used not only by the faculty but also by student and various outside organizations. In the new library building one room is devoted to visual education and especially equipped for that purpose.

C. Measuring Results

It has long been felt that it should be possible at least in part to measure the results of a worth-while educational program. In recent years Bethel College has put forth much effort in this area.

1. *Admissions and Tests.*—In 1932 the requirements for admission were made more stringent. Prospective students were required to make written application for admission and to submit three character and personality references. Intelligence, achievement, English and personality rating tests were given all entering freshmen. In 1933 the system of assigning permanent advisors to smaller groups of freshmen was introduced, the assignments being made by the dean of the College on the basis of information obtained from the student's application for admission.

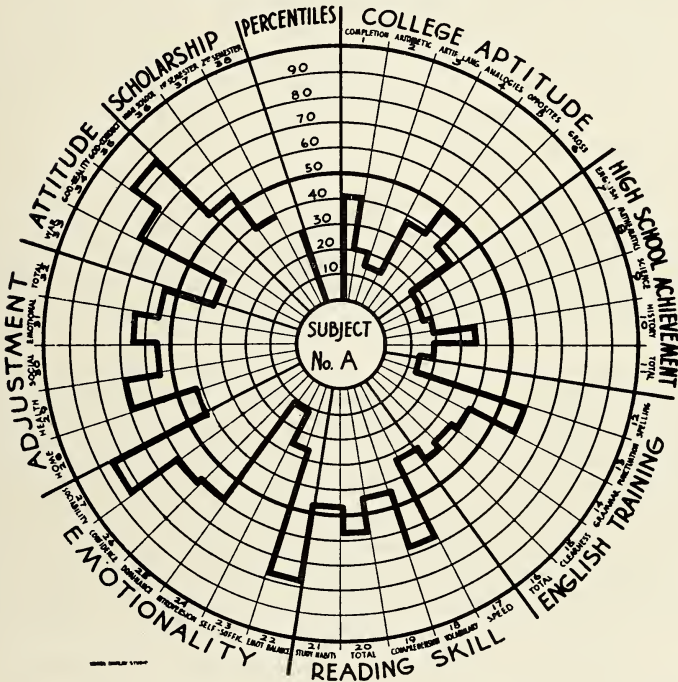
A complete program of standardized tests was introduced in 1934. These tests were intended to serve several purposes: to obtain a measure of the student's progress from year to year, to evaluate the effectiveness of the school in achieving its aims; to act as an incentive to the student to properly organize and integrate the subject matter of his courses, to thoroughly master the subject matter, and to develop proper attitudes. "The results of the tests are also used in determining whether the student has satisfactorily completed the requirements of the school, in guiding him in obtaining a well-balanced college training and in pointing out to him vocational fields adapted to his aptitudes, achievements, and personality traits."¹⁶ These tests also made possible comparison of performances of Bethel College students with those of students of other institutions.

Late in 1935 P. E. Schellenberg, director of testing, reported to the faculty the results of comparative tests given Bethel College students

the preceding year. The report and discussion following revealed the need of further study along this line which was continued. Both fall and spring testing programs were introduced and given to both lower and upper classmen. Several articles in the *Bethel College Bulletin*¹⁷ give

PERFORMANCE RECORD

COLLEGE ENTRANCE



a general description of the Bethel College testing program, as well as graphs and tables for college aptitude, scholarship performance tests, etc. A rather complete testing program has been maintained; however cautions against overstressing the results of such tests and measurements were not lacking.

2. *The Grading System.*—Grading systems came in for a fair share of attention during these years also. The advisability of adopting a standard for grade distribution was discussed in faculty meeting in 1932, but none was ever adopted. The Bethel College faculty has never been willing to rate a student's achievement on a purely mechanical basis. Studies of grade distributions were made at the registrar's office and results reported to the members of the faculty. Comparative studies

of grade distributions with other colleges were also made and results called to the attention of the Bethel College faculty members. Some time was devoted to the consideration of the desirability of abolishing the "hour" as the unit of credit and replacing it by some larger unit such as a "five-hour course."¹⁸ The principal argument advanced was that it would be advantageous for the student to think of a college education in terms of mastering a certain number of "courses" rather than of accumulating a certain number of "credit hours," and thereby lessen the emphasis on the quantitative meaning of a college education. The matter, however, did not get much beyond the discussion stage. There is little doubt though that the present system of evaluation is open to much criticism. In 1939 the evaluation of the student's achievement was extended to include, besides his academic rating, the factors of attitude, industry, and progress.

In 1940 the grades "Incomplete" and "Condition" were abolished and "Time Extension Permits" were issued in their place. These required the signatures of the dean of the College and the respective instructor, and set a definite time limit for the completion of the work. They have proved a salutary check on students' academic delinquencies.

In the same year the faculty approved a plan which represented a marked deviation from accepted procedures. It was worked out cooperatively by B. Borgen of the department of commerce and the committee on students, and was to be put to the test in the commerce department. By this plan a student in the department would undergo a probationary period. He would then be permitted to select the types of work for which he desired to prepare especially and which best fitted his future plans. No time limit was set for the completion of a "course," but two to four years was suggested as advisable to become thoroughly familiar with the intricacies of modern business establishments. At the end of this period the student would be given a statement of "certificate" showing the number of hours spent on the different types of office work, which could be submitted to prospective employers or to the proper administrative officers for evaluation in terms of credit hours. Several students availed themselves of the plan, but it was finally abandoned owing to the difficulty of fitting it into the present purely mechanical methods of evaluating the student's academic achievement quantitatively.

In 1939 the Cardex Cumulative Personnel Record for Colleges and Universities was introduced. It makes possible a very complete summary of the student's college career. Admission, academic record, tests, extra-curricular activities, vocational interests, health, family history, etc., are made matters of record. These are of great value in educational guidance and counselling, though the counselling program had its beginning several years earlier.

3. *Comprehensive Examinations.*—In 1934 comprehensive examinations for candidates for a degree were introduced at Bethel College. Their purpose is to encourage students more thoroughly to integrate their college work and “to offer them an opportunity to demonstrate their ability in selecting and using pertinent subject matter from different courses and departments in the discussion and in the solution of problems.”¹⁹ The comprehensives include an evaluation of a student’s fitness for graduate work. The examining committees have found frequent occasion for vigorous discussion on this and other evaluations of the student’s fitness for the degree. The results were reported to the faculty, where the discussions generally lost nothing of their vigor. Additional requirements were imposed upon candidates who in the opinion of the examining committee were found deficient. While there has not been complete unanimity among faculty members on the merits of the system, the preponderance of opinion has been definitely in favor of such examinations.

4. *Alumni Graduate Study.*—In 1937 Dean Goertz made a rather exhaustive study of the work done by graduates of Bethel College in graduate schools during the twenty-five years that had elapsed since the introduction in 1912 of a full four-year college course. The study included the list of graduate schools attended, the amount and quality of the graduate work done, the fields in which work was done, and the number and kind of graduate degrees granted. Of the 402 graduates from 1912-36 inclusive, 182, or 46 per cent, had taken graduate work. The percentage of classes varied from 25 to 83. The students had attended 51 different institutions and pursued study in 49 different fields. Theology absorbed the attention of more than any other field; medicine, education, history, German and physics ranking next in order. Of the total number of graduates 182, or 46 per cent, were reported as having done work above average quality, and 90 per cent as having done work of average quality or above.²⁰

In this summary allowance must be made for the failure of some institutions to report as well as for other variable factors necessarily found in reports from many different institutions. On the whole it may be concluded, however, that Bethel College has been an important factor in stimulating interest in intellectual pursuits among the youth of this area, and that it has given a reasonably good foundation for advanced study to those interested in such study.

5. *Graduate Record Examinations.*—In 1945 the Graduate Record Examinations were adopted by Bethel College. These originated in 1937 and before being made generally available to colleges and universities, they were put to the test in a number of the leading graduate schools and in a considerably larger number of liberal arts colleges. They consist of a “series of tests designed to show the nature and extent of a student’s actual equipment in knowledge in comparison with groups hav-

ing similar training."²¹ The uses to which these examinations may be put may be briefly summarized as follows: They test the student's knowledge solely with respect to subject matter; they can supply the student with information regarding his progress, if taken at successive intervals; they help the student, as well as the graduate school, to determine how well prepared for advanced study he is; the student can compare his own attainments with that of students on the same level in other institutions; graduate schools are increasingly emphasizing these examinations in the admission of students; they can be of great value in assisting colleges in properly placing students whose formal training was interrupted by the war. The class of 1946 was the first class to take these examinations. Bethel College was chosen as one of the first centers in Kansas to administer them.

6. *Degree Requirements.*—In 1932 the B.S. degree was restricted to majors in vocational subjects in recognition of the importance of this phase of education. The degree was hedged about with rather specific requirements to prevent excessive specialization in the vocational field. In 1935 the work in industrial arts was expanded to make possible the granting of a degree in this department. In the same year degree honors were introduced to encourage excellence in scholarship. Three degrees of such honors, "with distinction," "with high distinction," "with highest distinction," are awarded to candidates for the degree who meet definite standards set by the faculty. In this connection the question of expressing certain discriminatory judgments upon students again was raised. It may well be questioned if such judgments as ordinarily exercised give recognition to the most worth-while qualities that have characterized a student's career at an institution. Perhaps they are a permissible concession to human weakness, at best.

In 1935 degree requirements were recast by requiring the choice of a field of concentration and a subject of major interest by candidates for a degree, defining each and specifying definite requirements in each. The choice is made before the close of the sophomore year and is recorded at the registrar's office. The change was a step in the direction of strengthening the student's major by requiring supporting courses in closely related fields. Minors, which were taken at times in fields entirely unrelated to the major, were relegated to a subordinate position, though for prospective teachers, especially in smaller high schools, they retain their importance as teaching fields.

In 1939 the Bethel College faculty adopted the plan of granting degrees on three years of academic work completed at Bethel College with the transfer from a professional school of one year—thirty semester hours—of professional work not offered at Bethel College. The plan has been applied repeatedly in the case of students desiring to enter the medical, engineering, or other professions. In the case of nursing, a combined

academic and nursing curriculum has been worked out by which, under proper safeguards, a college diploma and a nurse's diploma can be earned in five years. A limited amount of professional credit had been accepted on a degree prior to this time, but it did not become a definitely established practice until 1939.

To meet the needs of those who find it impossible to complete a 4-year course the College in 1949 began to offer the A.A. (Associate of Arts) degree at the end of two years if certain other conditions were met. Since then there have been some candidates each year for this degree.



COMMENCEMENT

D. The Summer School

The first announcement of summer courses in Bethel College is contained in the *Bethel College Monthly* of June, 1909. It was over the signature of D. H. Richert and announced several courses in mathematics. A total of six students attended. The first "summer session" at Bethel College thus consisted of one instructor, six students, and some courses in mathematics. It was, in effect, a private enterprise but had the sanction of the administrative officers of both the faculty and the board of directors. In February, 1912, the board of directors formally approved

the summer school as a part of the work of Bethel College and placed it under faculty supervision and control,²² thus giving it official status.

The scant references to the summer session of those early days in the catalogs and other publications of Bethel College leave many questions in considerable uncertainty. Very little advertising was done; the attendance was small—it averaged twenty-four for the first six years—its financial status was indefinite; the academic status of the College was still obscure. During this whole time the summer school may be regarded as having been very much in the experimental stage. G. A. Haury was put in charge of the summer school in 1911, but apparently no important changes were made.

With the summer of 1915 E. R. Riesen became director and the summer school was given a more definite organization and placed on a more permanent basis. In 1916 the board of directors decided to introduce a model school in connection with the summer session.²³ A course in primary methods, not taught in the regular school year, was also introduced the same year as an incentive to rural school teachers. Accreditation by the state in 1916 gave hopes for an increased attendance in the summer school. Plans began to take shape for enlarging the scope of the work,²⁴ but the effects of the first world war were beginning to make themselves felt and the summer school suffered heavily. The attendance dwindled from 64 in 1917 to 22 in 1920, and in 1921 the summer session was dropped entirely. It was, however, resumed in the following year when the attendance rose rapidly reaching a total of 143 in 1925.

E. R. Riesen continued as director of the summer session till 1917, but the years between 1917 and 1925 were characterized by frequent changes in directors. P. J. Wedel, Samuel Burkhard, J. F. Moyer, and possibly others served in that capacity during this interval. In 1925 J. R. Thierstein took over the direction of the summer school which office he held until 1933, when he was replaced by P. S. Goertz. Goertz was followed in 1936 by A. J. Regier, who continued to serve until his death on March 6, 1947. Early in 1926 the summer school, which hitherto had formed a semi-independent adjunct of Bethel College, was by action of the board of directors made an organic part of the institution.²⁵

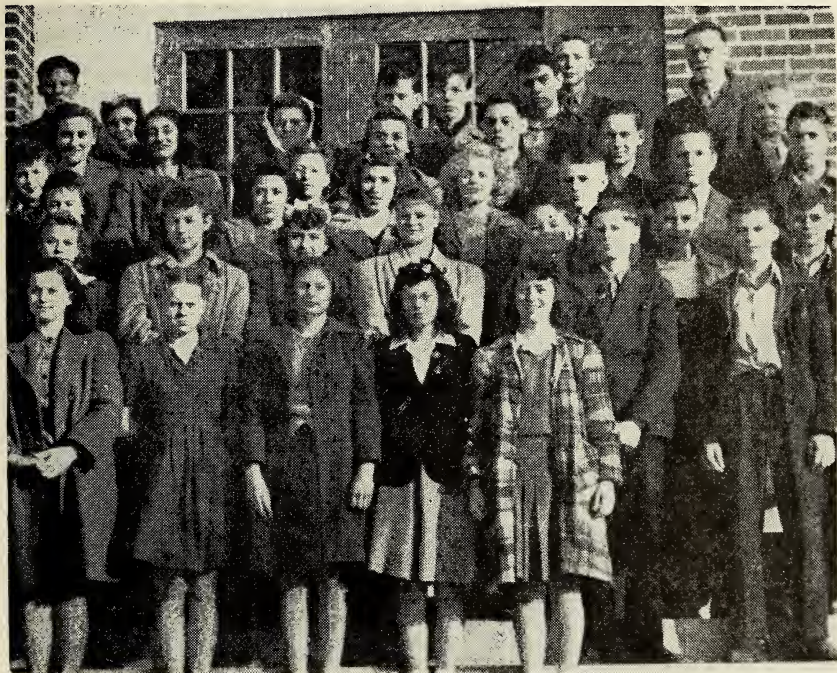
With the change to the quarter system in 1939 the summer sessions were changed to nine weeks with a possibility of earning thirteen quarter hours credit. In 1938 the one-course-study-plan was introduced, Bethel College being the first college in Kansas to adopt the plan. It makes for concentration of effort, and perhaps excessively so.

In recent years it has become standard practice to run summer school in two sessions, of about one month each. This program fits in well with the one-course-study-plan. It also makes possible for faculty members to work ten months and get two months vacation by having them alternate in summer; some teach the first month and others the second. Al-

though summer school does not quite equal one quarter of the regular session of the school year in amount of time, students can carry a little heavier load because of the absence of extracurricular activities and so do practically one school year's work in three summers. In recent years the registrar, Eldon Graber, had charge of summer school. The attendance in the last two decades reached its low of 56 in 1933 and a high of 152 in 1940. Summer school has become a part of the regular program at Bethel College.

E. The Mennonite Bible Academy

The discontinuance of the Academy in 1927 was viewed with regret by many of the constituents of Bethel College. The second World War, if not directly responsible for the reintroduction of the Academy, at



THE MENNONITE BIBLE ACADEMY, 1943-1944. *Back row:* Marvin Wiebe, Miss Emma Linscheid, Mrs. Paul Baumgartner, Gladwyn Schmidt, Rupert Hohmann, Raymond Schmidt, Robert Suderman, Mr. Arnold Regier. *Fourth row:* Dorothy Androes, Bernice Richert, Verna Epp, Johanna Schoenwald, Ruth Androes, Geo. Flasschoen, Harold Schmidt, Mr. Theo. Schmidt. *Third row:* Betty Androes, Kay Hamic, Evelyn Goering, Marjorie Linscheid, Maurine Siemens, Arlo Voth, James Unruh, Richard Jantzen. *Second row:* June Hamic, Karolyn Kaufman, Mary Lou Rich, Darlene Jantz, Melvin Jantz, Lyle Schmidt, Allen Kaufman, Nelson Reimer, Harold Andres. *First row:* Delores Schoenwald, Lois Schmidt, Esther Andres, Kathryn Bachman, Florence East. *Not Pictured:* Richard Suderman, Junia Schmidt, Gordon Sawatzky, Dean Koppes.

least furnished the occasion for its re-establishment. The decreased attendance at Bethel College made available lodging, boarding, and instructional facilities that otherwise might have remained unused. Accordingly, the board of directors, after consultation with officers and committees of the Western District Conference early in 1943, "authorized the opening of a Bible school along with a part or the whole of an academy course to begin with the opening of the 1943-44 school year."²⁶ The school was established under the name "Mennonite Bible Academy."²⁷ Its aim was "to equip its students with a knowledge of the Scriptures, to encourage sincere Christian living, to train workers in the service for Jesus Christ, and to make it possible to acquire a high school education in connection with Bible training."²⁸ Thus the thread, broken in 1927, was again picked up.

The Mennonite Bible Academy at Bethel College opened its doors to students September 3, 1943. It operated under the Bethel College board, but was not an integral part of the College. It had its own faculty, its own budget, kept its own records, and outlined its own courses. It merely availed itself of the unused or only partly used facilities of Bethel College. The following instructors were employed the first year: A. Warkentin, Ph.D., principal and teacher of Bible; Theodore Schmidt, A.M., social sciences; Mrs. Paul Baumgartner, A.B., English; Miss Emma Linscheid, B.S., science. Work was also offered in music, home economics, industrial arts, and commerce for which part time teachers were employed. Forty-six students were enrolled during the first year.

The first catalog outlined two courses, a General Bible and Church Workers Course and an Academic Course. The former, a two-year course, was intended to prepare workers for Sunday school, Christian Endeavor, Vacation Bible School, and other related fields of Christian service. It was discontinued at the close of the first year, as no students of maturer years for whom this course was especially intended, had enrolled. The Academic Course was patterned after the work of the public high schools and prepared for college entrance. A limited number of electives was included in the course. With the discontinuance of the Bible and Church Workers Course one-half unit of Bible each year was made a requirement in the Academic Course.

The Academy apparently gained in favor with the constituency, as the attendance rose to seventy the second year and to seventy-nine the third. About twenty congregations were represented in the student group during these years. Included were a few students from outside of Kansas and a slight sprinkling of non-Mennonite students.

With the close of the war the Academy again became a serious problem to the board of directors. The prospective influx of College students promised to tax the facilities of the College, both residential and instructional, to and beyond capacity. The problem of the disposition of the

Academy rested ultimately with the board; but it was also discussed in faculty meetings and in a special meeting of the constituency called for the purpose. An informal poll of the faculty revealed considerable sentiment in favor of the retention of the Academy, but only if the progress of the College proper would not be hampered thereby. The meeting of the constituency revealed considerable disagreement on some phases of the question and no immediate solution of the problem was offered. Doubtless if adequate facilities had been available, either at Bethel College or elsewhere, the Bible Academy would have continued. It was approaching a state of self-support, except for plant and campus, and the problem of providing these did not appear possible of immediate solution. At a later meeting of the board of directors a resolution was adopted closing the Academy, but expressing the hope that "before long it will be possible to reopen it as a separate unit on a more permanent basis."²⁹ The problem of its continuance was thus placed in the hands of the future.

Discontinuing the Academy on the College campus was not altogether a loss. It no doubt was the stimulus that made for two other similar academies having been established in this general area since then: one at Elbing, Kansas, called Berean Academy, and the other at Hutchinson, called Central Kansas Bible Academy. Each of these having its own campus and plant, separated from the College campus and plant, may be an advantage. At any rate, they attempt to meet the academy needs in this general area.



"WE E'ER SHALL CHERISH FRIENDSHIPS HERE BEGUN."

CHAPTER XXII

STUDENT LIFE

In this chapter on student life the discussion deals with the following areas: extracurricular activities, student aid, student industries and recognition of student achievement.

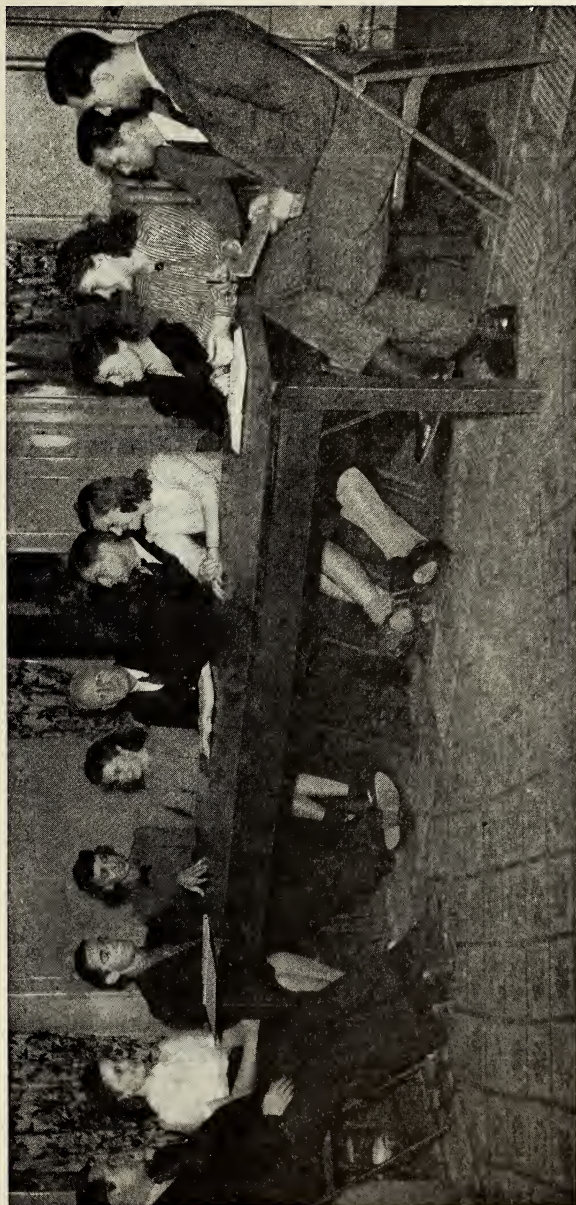
A. Extracurricular Activities

1. *Student Government.*—The first student activity council, which had been organized in 1917 to manage certain student enterprises, had by 1930 fallen into such a state of lethargy and even financial debt that it was dissolved. In 1933 the students again petitioned for some form of student government and a joint committee of faculty members and students was appointed to draw up a constitution for a new council.¹ The new constitution was approved by the faculty a few weeks later.²

The new constitution gave the council not only greater responsibility regarding student organizations, but also a voice in matters affecting student conduct. Its purpose was "to secure cooperation of the students with the faculty, to foster a dynamic school spirit, and to serve as a student governing council with responsibility for encouraging proper conduct."³ All actions of the council were, however, subject to approval by administrative officers of the College. The constitution has undergone revisions, but the organization has been of great value in training students in self-control, cooperation, and the disciplines which of necessity go with the assumption of responsibility.

Councils have also been organized in the dormitories to assist in student self-government. In the school year 1935-36 the residents of Carnegie Hall formed a council to assist the dean of women in the solution of disciplinary problems. A women's governing council, consisting of representatives from each of the women's dormitories, now seeks to "foster a spirit of cooperation among the girls, the house mothers, and the dean of women regarding the rules of conduct set up for dormitory residents."⁴

A somewhat similar organization was formed among the men students for the purpose of better supervision of the men on the campus. Each dormitory handles its own minor disciplinary problems, while matters of greater importance are submitted to the men's student governing body made up of representatives of the several men's dormitories. Major disciplinary cases are finally referred to a special faculty committee appointed by the administration on which members of the student council also sit, but without vote.

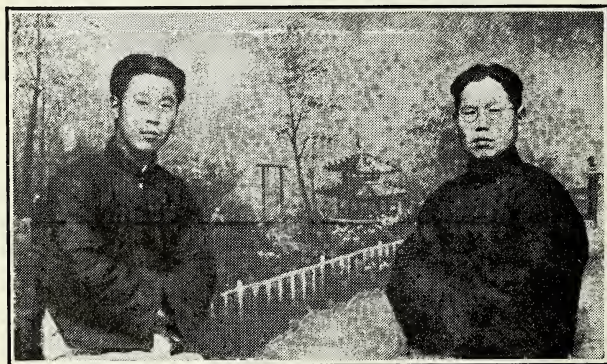


STUDENT COUNCIL, 1942.—Delbert Schrag, Lois Woodworth, Dallas Voran, Marianne Toews, Rachel Epp, P. S. Goertz, Elmer Buhler, Marjorie Enz, Ella Wiebe, Vera Friesen, Delmar Wedel, R. C. Kauffman.

2. *Religious Activities.*—In the fall of 1932 complaint was made to the administration that the chapel services at Bethel College were too "monotonous" and too "serious." The reasons for the complaint were never made entirely clear. It originated primarily with the freshmen.⁵ Perhaps the contrast between high school assembly and the Bethel College chapel services was in part responsible. It was probably due less to the release of long pent-up emotions among the student body, than to the desire "either to tell or to hear some new thing." Possibly, too, the chapel exercises had gotten into a rut and a jolt was needed to draw attention to the situation. The faculty, however, decided not to change the distinctively religious tone of the chapel exercises. Greater variety was introduced in the chapel services and student organizations were given opportunity for an occasional use of the chapel period. Chapel absences, however, continued to be a problem with certain types of students.

Robert L. Kelly in his report of February 16, 1933, however, commends the religious life at Bethel College and the general morale of the student body. His evaluation is to be regarded as the more significant, coming as it did from a disinterested party. In 1935 it was decided to give one chapel service a week over to the students. Attendance at this service was optional but continued to be required at the other four services. Grade points are given for chapel attendance, and chapel absences count against the student's record the same as class absences.⁶

An event that attracted wide attention among the constituency was



STEPHEN WANG

JAMES LIU

the farewell given the two Chinese students, James Liu and Stephen Wang, in the Newton City Auditorium on September 15, 1932. It was attended by an estimated 1,000 persons. The two boys had been educated in Mennonite mission schools in China, had studied two years in this country, and had attended three different institutions of learning: Bluffton College, Bluffton, Ohio; Bethel College; and Iliff School of

Theology, Denver, Colorado. Former Mennonite missionaries sponsored their coming to America. During their stay in this country they had visited eighteen states and nearly 100 Mennonite congregations. They had come to the United States to learn to know the Mennonites better and to prepare for more effective work among their own people. In a letter of farewell they expressed their gratitude for the opportunities and privileges that had been granted them while in this country and their desire to continue to work for Christ and His Kingdom in their native country.⁷ This they have done very effectively, both taking up work in their native land. Mr. Liu later became head of the entire educational work of the General Conference Mennonite mission in China, and Mr. Wang taught science in a government school. Their stay in this country did much to increase the interest in Mennonite missions in China among General Conference Mennonites in the United States. How these young men fared under the more recent communist regime in China is not known.

In 1935 the Y. M. C. A. and Y. W. C. A. organizations were merged into the Student Christian Movement,⁸ later changed to the Student Christian Association. In the same year the board of directors gave its approval to the employment of a student pastor to be responsible for the religious welfare of the students and A. E. Kreider served in that capacity. J. N. Smucker accepted the call to the Bethel College Church late in 1935.⁹ For the next seven years student life was enriched by his earnest, spirit-filled messages. In addition to Bible Week each spring, "Christian Emphasis Week" was introduced in the fall of 1936. Its purpose was "to stimulate and deepen the spiritual life of faculty and students." Unlike Bible Week, to which the general public is invited, it is intended more specifically for faculty and students. It has given a strong impetus to the religious life of the school.

In October, 1939, a survey on "Student Religious Attitudes" was conducted among the students under the supervision of R. C. Kauffman. The questionnaire used covered the subject of conversion, its nature and necessity, the causes underlying it, its influence upon the individual, its relation to salvation, hindrances to conversion, objections to it and attitude toward the Bible. The results gave an excellent insight into student thinking on these fundamentally important items of the Christian life.

Missionary interest continued active. The student volunteers contributed much to this through their meetings among students and in Mennonite congregations. In 1940-41 the volunteer group had a membership of seventy-two, though not all of these were candidates for the mission field. The influence of Bethel College had come to extend far beyond the boundaries of the Mennonite constituency by this time. A list of 114 workers in foreign fields, scattered over Africa, India, China, South America, Mexico, and the United States, who had obtained at least

some of their preparation at Bethel College, was published in 1941.¹⁰ In 1940 the mission board of the General Conference decided that in addition to adequate Bible preparation, a full college course should be made a prerequisite for candidates for the mission field.



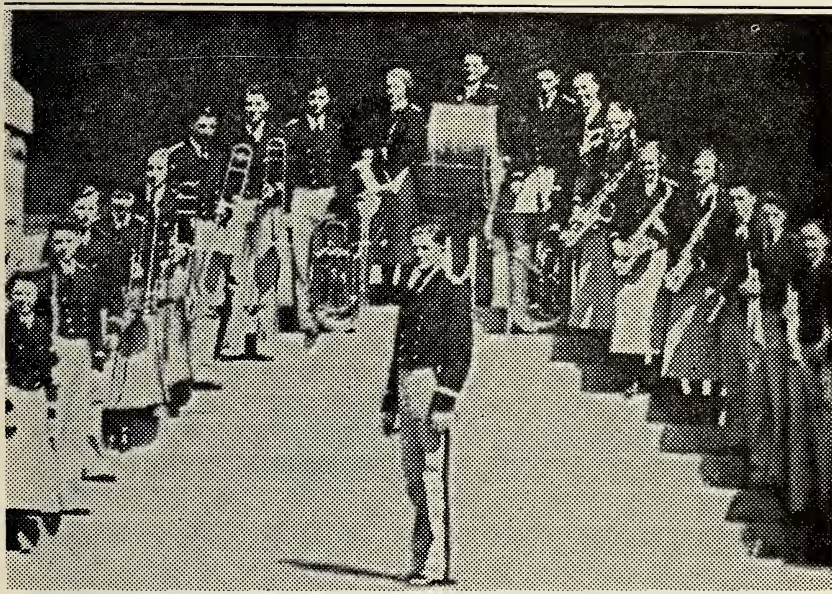
STUDENT CHRISTIAN ASSOCIATION CABINET, 1944. *Standing*: Bernice Goertz, Robert Goering, Eleanor Duerksen, Viola Franz, Wilfred Friesen, Verney Unruh, Ada Friesen, Gertrude Hohmann, Ruth Krehbiel. *Seated*: Orletta Warkentin, Dorothy Wedel, Adelia Jantz, Roland Brown, Maxlyn Smith, Jacob Friesen, Dr. H. A. Fast faculty adviser.

In 1941 the home mission committee of the Western District Conference made arrangements with Bethel College so that candidates for the ministry were given practical training by serving Mennonite communities within reach of Bethel College.¹¹ These arrangements have proved mutually beneficial. Later these students organized a ministerial fellowship. For 1951-52 there were 23 members who served various churches in the community. The ministerial fellowship had regular bimonthly meetings. Students on preaching appointments turned in reports of their service to the faculty supervisor and were compensated according to policies laid down by the school.¹²

In more recent years there was much interest in the foreign student exchange program initiated in 1946 by the Council of Mennonite and Affiliated Colleges. Through this program students from Holland, Germany, Italy, France, Formosa, Mexico, Liberia, and other countries come to Bethel College. The student body always had a share financially and otherwise in this program. Each summer a trip to Europe by

students for educational and relief purposes is also sponsored by the Mennonite and Affiliated Colleges in which Bethel students participate. This opportunity of firsthand sharing in the life and especially the needs of others during the college years of students has had a significant religious influence not only on the College as such but also on its entire constituency.

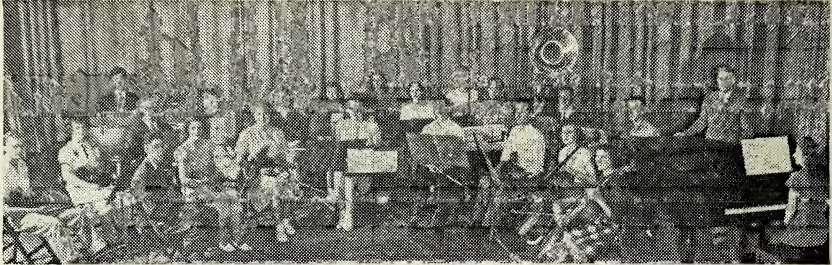
3. *Music*.—All phases of music are important in extracurricular activities: band, orchestra, as well as individual and group singing. The chorus under the direction of W. H. Hohmann continued on a high level. In 1932 a movement to send an alumni male chorus to Europe for concerts in Germany, Switzerland, and Holland gained sufficient momentum to select the personnel; it came to naught, however, for lack of sufficient financial backing. In the school year 1932-33 the vested a cappella choir



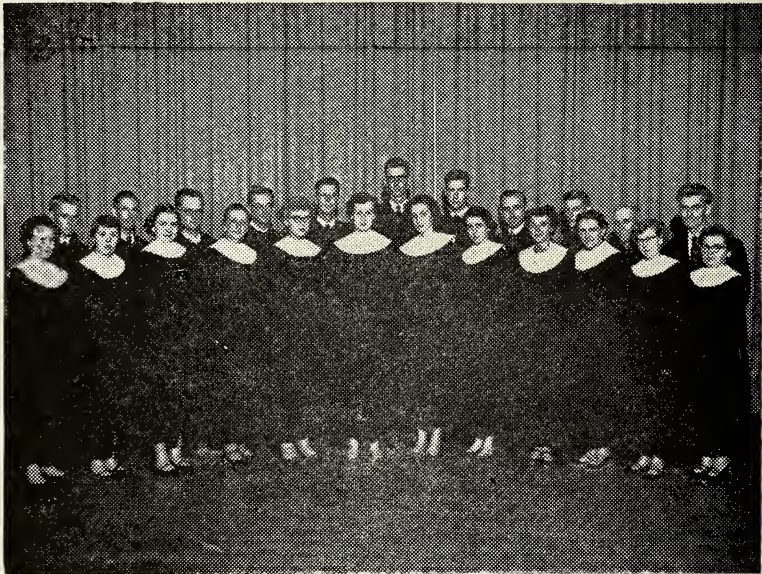
BAND, D. H. SUDERMAN, DIRECTOR

made its first appearance. In 1935 the a cappella choir toured Canada and the Pacific States. On this trip the choir sang at the California Pacific International Exposition in San Diego, California, and was awarded a medal in recognition of excellence of performance. In the summer of 1937 the choir made a three weeks' eastern trip which took them to Chicago, Illinois, Washington, D. C., and New York City, where they sang from Radio City. In 1939 the choir appeared on the program of the Southwestern Music Educators' Conference at San Antonio, Texas.

At this conference Hohmann served as one of the directors for training the conference high school choir. In the spring of 1941 the choir took part in a state song festival at Arkansas City, Kansas, and was invited to represent Kansas at the national song festival to be held in Los



ORCHESTRA, 1947-48. *Front row:* Rupert Hohmann, Irene Zerger, Effie Lou Nickel, Clara Franz, Joe Duerksen, Paul Boschman, Kathleen Bachman, Alice Wedel. *Middle row:* Leland Harder, Marjorie Fast, Harold Moyer, Nellie Schmidt, Maxine Ruth, Lois Riesen, Marty Kaufman, Kenneth Epp, Burt Russel, Vernon Neufeld, Vilas Gerber, Director, Linda Klein. *Back row:* George Unger, Leland Wedel, Doris Siemens, Robert Unruh, Elbert Pankratz.



MENNONITE SINGERS ON EUROPEAN TRIP, 1952. *Back row:* Kenneth Voth, Raymond Ewy, Walter Jost, Willis Linscheid, Walter Siemens, Gordon Dyck, Bruce Boshart, Alvin Franz, Delton Franz, Jacob Goering, Dr. W. H. Hohmann. *Front row:* Frances Schultz, Randalyn Hohmann, Lenore Pankratz, Mrs. Herbert Schmidt, Marjorie Waltner, Barbara Brandt, Betty Enns, Jo Ann Goering, Elaine Waltner, Elizabeth Nickel, Charlene Unruh, Betty Quiring. *Not Pictured:* Marles Preheim.

Angeles, California.¹³ The trip, however, could not be financed and the invitation was not accepted. In the summer of the same year the choir made a trip east and sang at the General Conference session at Souderton, Pennsylvania, as well as in a number of cities, going and returning. Much appreciative comment was given the choir on these trips.

The high point of these choir trips came in 1952 in connection with the Mennonite World Conference at Basel, Switzerland. By this time the choir by special action of the College board was operating under the official name of "The Mennonite Singers." On this tour to Europe, Mennonite communities in Holland, Germany, and Switzerland were visited. The choir received an appreciative welcome everywhere. During the two months of the tour, traveling over 15,000 miles, 52 programs were given. Choir members paid their own way while other necessary expenses were taken care of by special contributions.¹⁴

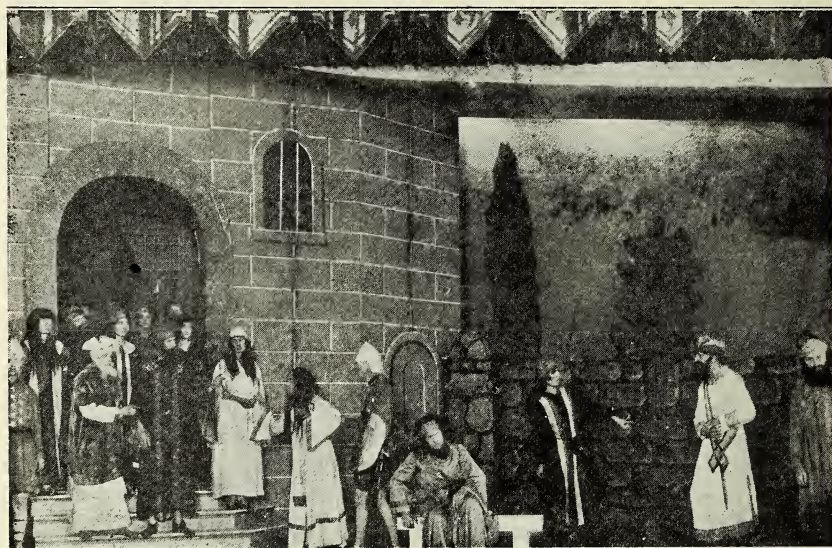
4. *Forensics*.—Intercollegiate activities in the field of forensics were continued with gratifying success. Under the direction of E. L. Harshbarger, debating became the leading forensic activity and both men and women participated in it. In 1933 the girls' debate teams won eight out of ten debates against five other colleges.¹⁵ In the spring of the same year Bethel College was host to the Kansas Intercollegiate Debate League consisting of Bethany, Bethel, Friends, McPherson, Kansas Wesleyan, and Sterling Colleges. Bethel College won this tournament by winning seventeen of the twenty debates in which it participated. Two men's and two women's teams represented Bethel College in this tournament.

In 1934 the men's debate team attended the national Pi Kappa Delta tournament held at Lexington, Kentucky. Colleges and universities from ten states were represented. The Bethel College team was the only one of the six teams to remain undefeated in all five preliminary rounds of the tournament. The team was not allowed to continue in the tournament because Bethel College was not a member of Pi Kappa Delta at the time.¹⁶ Bethel College became a member of this national forensic society in the spring of 1938.¹⁷

In a debate tournament during the Thanksgiving vacation of 1937 held at Winfield, Kansas, Bethel College was represented by two teams in each, the junior college and the senior college division. One hundred and thirty teams from eight states participated in the tournament. In the junior college division Bethel College won three out of four decision debates; in the senior college division it won five out of eight.¹⁸ In the spring of 1938 Bethel College was again host to a debate tournament. Ten Kansas colleges and universities were represented at this tournament.¹⁹ In 1941 five Bethel College debate teams entered a tournament in Arkansas in which about 100 other teams participated. The detailed record of the individual teams is not available, but one of the ladies' teams reached

the semi-finals in the tournament. In March of the same year Bethel College was host to another regional debate tournament. In the spring of the same year Bethel College was host to the Pi Kappa Delta tournament for the Province of the Great Plains in which 150 contestants from twenty-four colleges in Colorado, Nebraska and Kansas took part.

Dramatics, too, made rapid strides forward. Under the sponsorship of Miss Thelma Reinhard a dramatics society was organized and dramatics soon became a prominent feature on the campus. The society was given official approval in 1940 and became a chapter of the national dramatic society, Alpha Psi Omega, in that year. All-school plays as well as class plays formed an interesting part of College entertainment, besides giving opportunity for the development of the histrionic abilities of students.



CAST OF SENIOR PLAY "BARTER," 1935

Interest was also maintained in oratory. Bethel College participated in the State Peace Contest in which it won first place in 1937 and second place in 1938 and in 1943. It also participated annually in the State Anti-Tobacco Oratorical Contest, and usually ranked well in this contest, winning first place in 1943. In 1941 Bethel College was represented in the Rocky Mountain Speech Conference held in Denver, Colorado, in May by two of its students. A high level in forensics, dramatics and oratory has also been maintained in more recent years under the sponsorship of William T. Wilkoff, instructor in these areas since 1948.

During these years more than a dozen plays of a serious and religious nature have been presented. Among these are: "The Servant in the House," "I Remember Mama," "One Foot in Heaven," "The Bishop's Mantle," "All my Sons," and "The Robe." The lighter side of drama has been presented in such plays as: "January Thaw," "Cheaper by the Dozen," and "George Washington Slept Here." The play "St. Claudia," has been presented as "A Sermon in Action" in more than a dozen churches of Kansas in 1952 in an effort to help bring drama back into the church. Later it was also presented in churches in Iowa, Illinois, Indiana, Ohio, and Nebraska. Interest has been maintained in debate and oratory. Various Pi Kappa Delta and other tournaments and conventions of debate and speech have been attended and participated in by representatives of the school.

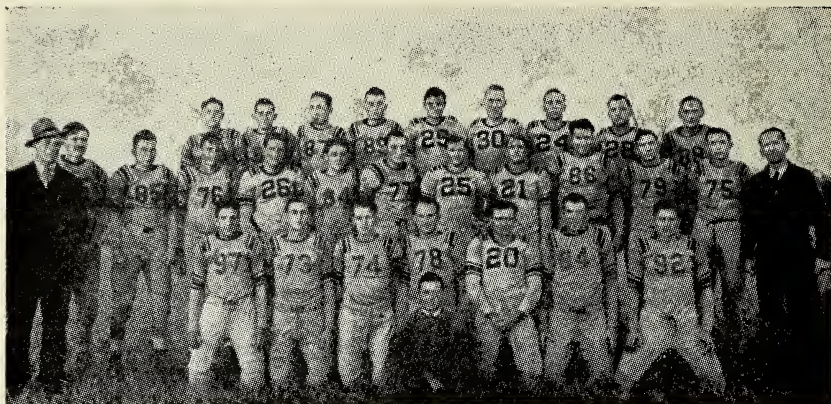
5. *Athletics*.—Intercollegiate athletics were continued under the new administration but intramural sports were given more and more attention. The grip which intercollegiate sports already has upon entering college students is apt to make the path of intramural sports a rather difficult one. At Bethel College both football and basketball teams were winning a fair share of games, the football team of 1934-35 winning eight out of nine games and the basketball team nine out of fourteen games.

In 1932 the administrative council approved the formation of an athletic association to manage athletic activities. In 1938 Bethel became a member of the Kansas Athletic Conference. This action, while not intended as a slap at intramural athletics, nevertheless tended to focus the interest and attention of students more on intercollegiate than on intramural sports, though the latter were by no means neglected.

With the outbreak of the war and the consequent loss of men students, intercollegiate athletics received a severe setback. Early in 1943 the board of directors adopted a resolution authorizing the discontinuance of intercollegiate athletics and encouraging intramural sports and a physical fitness program.²⁰ With the close of the war intercollegiate athletic activities were resumed. Intercollegiate basketball was begun in the spring of 1946 and football was approved by the board of directors for a three-year probationary period beginning with the school year 1946-47. The increase in the number of men students since the close of the war has also resulted in the resumption of tennis and track. Soon all four major forms of athletics just mentioned were again participated in on the intercollegiate level. However, intramural contests have also continued in favor.

The first Buffalo Barbecue, put on by the letter club, was given in 1935. It has since formed a conspicuous annual event in the athletic life of the College. A worth-while outside speaker is secured for the occasion which is attended by some 500 men and boys.

The custom of electing a queen and attendants and to put on a parade of floats for homecoming day was begun in 1938. Special efforts are put forth to make it a worth-while day to attract as many alumni and ex-



FOOTBALL SQUAD

Top row: Kliewer, M. Krehbiel, Wedel, Stucky, Dester, Bartel, Jantz, E. Krehbiel, Krause. *Middle row:* Line Coach Douglass, Ratzlaff, Funk, H. Goering, O. Goering, M. Goering, "Cork" Goering, M. H. Krehbiel, G. Unruh, Staerkel, Reusser, Zerger, Coach Unruh. *Bottom row:* R. Westerman, V. Unruh, Plenert, Voth, Schrag, Balzer, Buhler, Trainer Schmidt. *Not on Picture:* M. Westerman, Kaufman, Duerkson.

students as possible. Music bands from neighboring high schools are invited to take part in the program. Prizes are offered for the best floats and much ingenuity is displayed by different student groups in the effort to win first prize. Homecoming day includes a football game, the crowning of a "Wheat Bowl" queen, a homecoming banquet, and an evening program of speeches and music.



BETA KAPPAS, 1948-49. *Back row:* Alice Pannabecker, Virginia Schroeder, Lois Neufeld, Mrs. R. C. Kauffman, Sponsor, Betty Enns, Marlys Kaufman, Donna Hege, Gladys Pearl Schmidt. *Center:* Gertrude Reimer, Mary Lou Voran, Elaine Goering, Mildred Claassen, Nada Voth, Leona Enns, Evelyn Wiebe, Maxine Ratzlaff, Leora Goering. *Front:* Randalyn Hohmann, Darlene Duerksen, Marjorie Fast, Marvel Siemens, Ramona Goering, Velma Gaeddert, Sara Ensz, Dora Claassen, Marguerite Bixel.

In the fall of 1937 a girls' pep club was organized. In 1944 the name Beta Kappas was chosen for the organization. Its purpose, as stated in the constitution, is: "to promote loyalty, enthusiasm, and school spirit, and to perform services at various functions." It has been active at athletic events. Its members also serve as ushers on other school occasions.

Judged by the number of games won, the athletic record in recent years has not been too encouraging. It is still an undecided question in the minds of many as to the place of intercollegiate athletics, especially football, in a Christian college. Inevitably the tendency seems to be "win at any price." Unless a school wins games the program is very discouraging to students and constituency and the temptation to stoop to unethical means in order to win is very great.

6. *Departmental Clubs.*—In recent years efforts were made to correlate extracurricular activities with the curriculum by departmental clubs. The policy is to stimulate spontaneous participation of all students in some non-academic activity in order to give expression to wholesome interests and develop latent powers of leadership. Hence the program is flexible so new activities may come into being and those not serving the needs any longer may be deleted from the program as time goes on. All, of course, in line with the ideals of the institution and under proper leadership and supervision. In 1950 the following activities were open to students:²¹

Alpha Psi Omega	Home Economics Club
Athletics	International Relations Club
Beta Kappa	Letter Club
Biology Seminar	Physics Club
Camera Club	Radio Club
Cheminar	Student Christian Association
<i>Collegian</i>	Student Council
Commerce Club	Student Ministers' Fellowship
Future Teachers of America	Student Peace Group
<i>Graymaroon</i>	Student Volunteers

Each organization has a faculty sponsor appointed by the College administration in consultation with the officers of the club. He is responsible for its effective organization.

At the end of each quarter an official report of each activity is due at the dean's office. This report will constitute a part of the student's permanent record and must contain the following information:

- a. A definite plan of the quarter's work.
- b. A list of officers who have served.
- c. A record of attendance of each member.
- d. A statement of the nature and quality of work done by each student.

No work for which academic credit is offered will merit an extracurricular recognition.

7. *Social Life on the Campus.*—The social activities of the students are carried on under the supervision of a faculty-student committee.

Maintenance of the social life and activities of even a small group on a level commensurate with the ideals of Christian living requires constant vigilance. The difficulty is much greater in a larger group composed of persons of many different backgrounds. In a Christian institution subject at all times to the scrutiny of a watchful constituency the social life of a college community presents problems peculiar to itself. The student bringing with him the attitudes and ideals developed in the home and community, differences of opinion between students or between students and faculty can easily develop friction. The social interests and tastes of the student from a "conservative" home may clash decisively with those of the student from a "liberal" home. Activities regarded as perfectly legitimate by one individual or one community may be "anathema" to another individual or in another community.



STUDENTS AT DINNER

Nevertheless social activities form an essential part of student life, as truly as does formal instruction. They are a "must" in the list of extra-curricular activities, not only for the development of the social graces, but also of a sense of general social responsibility. College life presents unusual opportunities in these respects, which if wisely used, can materially enrich the student's life and add to his usefulness as a member of society.

Under the impetus of this need, but aware of the pitfalls in the way, the faculty has fostered a variety of social activities among the students,

largely under the sponsorship of various student organizations. These activities have taken the form of mixers, receptions, school socials, class socials, banquets, formal and informal, picnics, school plays, etc. That an undesirable feature creeps in occasionally, in spite of the vigilance of social committees, class sponsors, and faculty advisors may be granted. Allowance must also be made for legitimate differences of opinion; then, too, the sedateness of old age must not be taken as the guiding principle for the activities of youth. Old age too often forgets its own youthful days.

Student social life at Bethel College has thus found expression in a variety of ways. Fall mixers have helped to bridge the gap between the "known" and the "unknown," the old and the new students. For many years now the "big brother" and "big sister" idea has been followed out, by which old students make contacts with new students even before the new students' arrival at College. Thanksgiving and Christmas dinners have been common features during the pre-Thanksgiving and the pre-Christmas seasons. Before World War II the lighting of the large cedar tree in front of the Main Building was a beautiful pre-Christmas custom, but, with the death of the tree, this practice has become a mere pleasant memory for the student of pre-war years.

Christmas carolling, both on the campus and in the city of Newton, has been a favorite custom with groups of students for many years. International parties, in which representatives of various nations are clad as nearly as possible in native costume and serve native foods, give some insight into the customs and modes of living of other peoples. By way of diversion, an occasional "backwards" mixer was put on, in which everything was done "topsy turvy"; announcements were printed backwards, students were admitted at the back door, refreshments were served first, etc.

Roller skating parties conducted in the gymnasium for a time proved difficult to maintain as a college function and were discontinued after some years. They were occasions of much hilarity as well as of slightly embarrassing situations at times. Senior "sneak day" when first introduced, and at intervals since, became at times the occasion of considerable "horseplay," especially on the part of members of the junior class. Occasional disciplinary action had to be resorted to by the faculty against juniors because of the liberties which they took in their efforts to thwart the plans of the seniors. It has been abolished and an "educational senior trip" substituted. Both departure and return of the seniors are friendly and cordial including an advance public announcement and a report to the student body by the seniors upon their return.

Nor was the faculty always spared. A faculty amateur hour "a la Major Bowes" gave opportunity not only for the display of faculty accomplishments, but also for much student enjoyment at faculty expense. Birthday banquets, both formal and informal, have been a

part of the social life of Bethel College for a number of years. Their purpose being to teach correct social behavior, they have met with general favor from the students. Picnics, both on and off the campus, jointly for faculty and students, or separate, have furnished a welcome diversion from the daily routine of College life. Halloween parties have come off on schedule and have sometimes given rise to unbecoming excesses, but, mostly these parties have been confined to the stock amusements and pranks of the season. The pranksters were no respecters of persons, faculty and students alike being remembered on such occasions.

The reaction of the constituency to the question of student amusements at Bethel College was not always favorable. It is, of course, a hopeless task to try to "please everybody" in this as in other respects. Direct complaints from the constituency, but more often rumors that lost nothing in transmission, made occasional checkups advisable. On occasion members of the board of directors were asked to "sit in" on a social function, without changing the status of the situation appreciably. This was done when folk games were first introduced so as to forestall as much misunderstanding as possible. The many factors involved in the problem will doubtless continue to place it in the realm of the controversial; and, in striking a balance, the final decision must be left more to the dictates of an enlightened conscience than to any set of arbitrary rules.

8. *Student Pranks.*—Student "activities" were, however, not confined to legitimate or faculty approved functions. Deviations therefrom were not uncommon. They took all the forms an active, youthful mind could invent, limited mostly only by the fear of detection or reprisal. The victims were not always students either; faculty members were not exempt where the prankster felt reasonably safe from detection. This is not intended as a recital of "student crimes," but rather as illustrative of youthful human nature as it vacillates between the desire for adventure on the one hand and fear of retribution on the other.

Student conduct is the result of many factors, springing partly from new and unusual surroundings and from the intimate contacts and associations college life entails, and partly from personal characteristics and dispositions. The vagaries of student conduct are at times about as predictable as is the wafting of a feather by the currents of the atmosphere. These statements are not intended as an apology for student excesses or as an attempt to gloss over past mistakes or blunders. Rather are they an effort to throw some light upon a problem of college life, often imperfectly understood and rarely fully appreciated in its complexity by the "rank outsider." As opportunity arose, wags were quite ready to take advantage of the less sophisticated, less experienced student in almost any way dictated by fancy. The records of even the early periods speak of "nocturnal sausage parties and popcorn jollifications." Chickens belonging to adjoining property owners at times ventured onto the campus

at their own risk. They were apt to become the hapless victims of students' appetites for fried chicken.

The stock student prank, a water bucket delicately balanced above a student's door, upsetting beds, pulling bed covers from an unsuspecting victim after retirement, etc., were favorite forms of "playing a joke," especially on newcomers. On one occasion a board member was the luckless victim of a water bucket prank above referred to. Occasionally the tables were turned on the would-be joker. In one instance the intended victim feigned sleep. As the would-be prankster approached he was met by a shot from a water pistol loaded with red ink. He beat a hasty but disastrous retreat. Other instances in which the tables were at times turned upon the perpetrators of a would-be joke occurred in the game of "snipehunting." The intended victim, acting apparently perfectly innocent, would follow instructions implicitly to "hold the sack" until his "friends" had retired to a safe distance. He then made his way quickly to the rooms of the opposition to upset the furniture to the discomfiture of the leaders upon their return.

Occasionally a student on retiring found it necessary to remove the cockleburs from his bed before he could hope to enjoy a peaceful night's rest. At times the prankster was overzealous in his efforts to apply what he had learned in the chemical laboratory. A student soon after retirement would note the odor of overripe eggs in the room. The prankster had arranged a contrivance under the bed by which a piece of iron-sulfide would be lowered into a dish of sulfuric acid by the weight of the student's body on the mattress with results described as above. Wheelbarrow rides through halls and down the front steps of the Main Building were a favorite birthday observance, as was blanket-tossing, until strong pressure from the faculty caused their discontinuance.

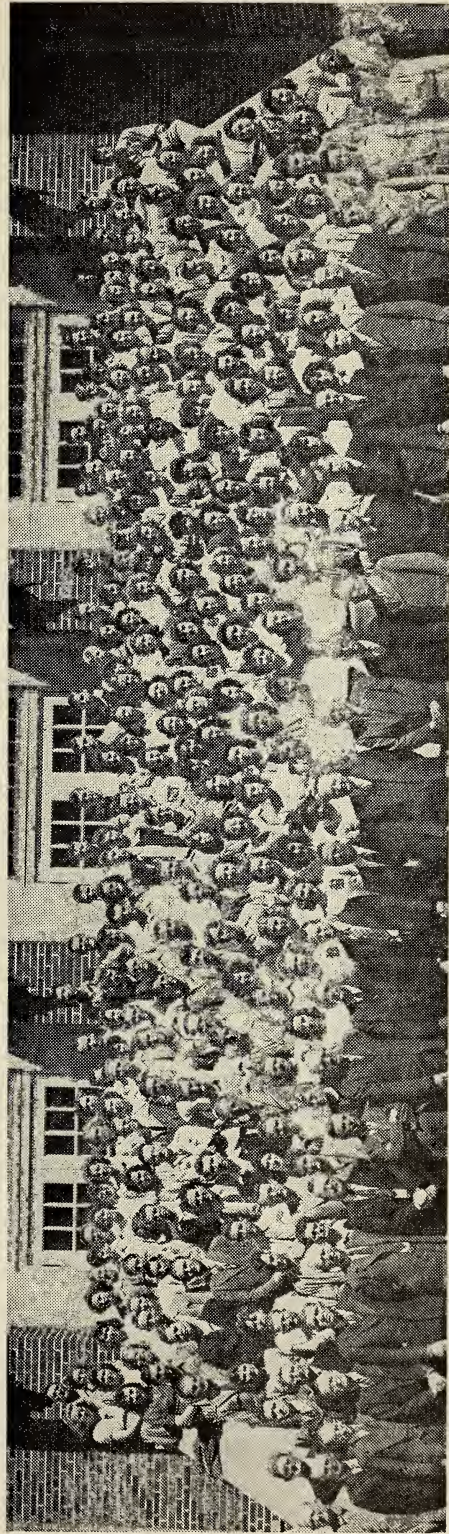
An occasional flood in the Kidron gave the students an opportunity to test their aquatic prowess. On one such occasion two students, one who later became a member of the Bethel College faculty, undertook to cross the stream in an ordinary wash tub in the presence of a considerable number of spectators. But before they were half way across, an altercation began between the two; and about midstream the "boat" upset and the issue of the adventure was a thorough "ducking" of the two to the great amusement of and much good-natured banter by the onlookers.

To discourage the use of Low German among the students in the early years an agreement was made by which the Low German language was not to be used between the hours of 8:00 a.m. and 4:30 p.m. on penalty of being deprived of a hair, or, if the victim could not spare one, to have his ears pulled. As can well be believed, the penalty was usually inflicted with some ceremony and in the admiring presence and under the jibes and wisecracks of many an onlooker. Today neither Low nor High German play any significant part in student conversation.

The quibbling and efforts at evasion resorted to at times by culprits would do credit to a big city lawyer. The quiet of a study period of a late fall evening is suddenly shattered by a wash tub clattering down the stairway of one of the men's dormitories with a noise that makes every student in neighboring dormitories wonder what is happening. The culprit is tracked down, admits his guilt, and on being asked the reason for kicking the tub downstairs calmly replies: "I didn't kick it downstairs." On being asked how the tub started on its downward course he very complacently replies: "Oh, I just gave it a little push." Gentle push or violent kick, the results were the same, and the gentleness of the push did not mitigate the severity of the reprimand.

In a larger group of young people thrown together for a longer period in intimate association, personal characteristics of individuals, physical or mental, habits, preferences, mannerisms, etc., are often seized upon to label, or perhaps more often mis-label, members of the group. Nicknames have been current on the Bethel College campus since "the memory of man runneth not to the contrary." Some students arrived on the campus already fully equipped in that respect, but many were "tagged" after their arrival. These names originated in various ways. Red, Shorty, Terry, Fat, Soupbone, etc., originated in some peculiarity of stature. Some were corruptions of the given name or the family name of the individual; Hub, Lemon, Smutt, Grab-her were of this type. Some can be traced back to the fondness of the student for a particular dish at the dining room table: Gravy and Syrup are examples of this. For still others, the only satisfactory explanation appears to be the sheer perversity of human nature: Sky, Possum, Porky, Badger, Ichabod, Simple Simon are appellations that probably owe their origin to this cause. The above list of nicknames is merely illustrative of this phase of student life. For the most part the victims pursued the wise course and took their labelling good-naturedly.

The table manners of students were not always the most refined. So far as the record indicates, delinquencies in this respect seem to have been especially prominent during the early years of the present century. Complaints were made to faculty now and then, which led to the setting up of rules by the stewards of the boarding hall for student observance at mealtimes. External restraints here as elsewhere proved at best only a makeshift. Here as elsewhere the home was at times found seriously lacking in the training of its children in the proprieties of generally approved all-around social behavior. The twig must be bent in time if the tree is to be properly inclined. An object lesson in table manners was given the students on the occasion of a school picnic. At lunch time a boy and a girl were seated in the center of a faculty-student circle and, while eating, violated table manners in every way they could think of, doubtless taking their clues largely from dining hall observations. Each, of course, corrected the other's "mistakes," and the per-



STUDENTS AND FACULTY, 1946. *Front row:* J. Pauls, Val Krehbiel, M. Gingerich, C. Krahn, M. S. Harder, Theo. Mueller, Miss Minnie Harms, H. Wiebe, Miss Marjorie Ruth, D. Richert, Mrs. Eva Harshbarger, J. F. Moyer, J. H. Doell, L. C. Kreider, H. A. Fast, E. G. Kaufman, P. S. Goertz, P. J. Wedel, A. J. Regier, J. W. Fretz, Chas. Kauffman, Eldon Graber, W. Rich, P. R. Kaufman, Mrs. P. R. Kaufman, Leonore Friesen, Mrs. Anna Baumgartner, Theo. Schmidt.

formance gave many an onlooker the opportunity to see himself as others saw him. The results must be left to conjecture.

At the dining table some common articles of food were re-labelled by the jokers, doubtless mostly for the mystification of newcomers. A request for "sky juice" (water), for "beef extract" (milk), or for "that which causes least resistance" (soup) was pretty sure to baffle the uninitiated whose discomfiture was the source of considerable hilarity on the part of his table-mates.

In the early days when rules were "made to be enforced" the principal late one night was informed that a light was still burning in a student's room after 10:30 o'clock. On cautiously making his way up the unlighted stairs, he saw a door suddenly opened. A student, coming down the steps pell mell, bumped into the principal, grabbed him firmly and fiercely exclaimed: "Your money or your life!" Imagine the culprit's chagrin when he recognized the voice of the principal calmly saying in reply: "*Na, bin ich denn in eine Mördergrube gefallen?*" (Well, have I fallen into a den of thieves?)

On another occasion two students planned to "kidnap" another student. When the supposed victim left the building, the kidnappers quickly grabbed him at the door, but even more quickly released him, when they recognized the voice of one of the professors very quietly saying: "It surely is a nice evening, gentlemen." Or again, a mysterious telephone call to a faculty member's home that a poker game was in progress in one of the men's dormitories brought an excited faculty member hurriedly to the dormitory. Cautiously ascending the stairs and opening the door, he found a group of boys sitting in a circle on the floor skillfully manipulating a number of stove poker—it was still the day of the coal stove—in a real "poker" game. Needless to say, there was no comment and no disciplinary action.

Just preceding a trip to a nearby city for a basketball game, the coach solemnly admonished the team not to swipe any of the property of the opposing team—a practice all too common in athletic contests of the past. On unpacking his bag at basketball practice the next day, the coach found a pair of shorts belonging to the opposing team at the very bottom of his own bag. The boys had "put one over" on the coach. He was a good sport, however, and took the "razzing" good-naturedly.

A student's forgetfulness could at times create an embarrassing situation for a faculty member, especially for the typically absent-minded professor. The student secretary in the dean's office locked the office at closing time, unaware of the dean's presence in his private office. A little later the dean prepared to leave, but found that he had forgotten his office key at home and found, too, that he had no "open sesame" at his command that would open a locked door. Fortunately, a fire escape

being accessible from one of the office windows, the dean made as unobtrusive an exit through the window and down the fire escape as possible.

Failure to prepare properly a lesson before appearing in class could subject the student to the barbed shafts of the instructor's sarcasm thus:

Professor: Mr. A., Who was Origenes?

Student (haltingly): Origenes was—, Origenes was—, Origenes was—,

Professor: Well, yes, Origenes was—, the son of his father.

There were students, too, who apparently tried to "bribe" an instructor to leniency or win his favor on the theory that "one good turn deserves another." The instructor on coming to class one day found a sample of delicious fruit or other delicacy on his desk. It happened once, twice, and the instructor experienced a sense of pleasure at the thoughtfulness of the student; but repeated again and again it aroused his suspicion and finally it became a boomerang that returned to the originator to his own disadvantage.

Examinations, testing time for the instructor as much as for the student, often reveal student traits of character not so obvious in everyday class routine. On a final examination paper the instructor found a note: "Dear Professor: I want to tell you how much I enjoyed this class; it has been the most interesting of all my classes." This from a student who evidently feared the outcome of the examination. At times, too, a notation on a final examination paper was perhaps less flattering but more honest. The instructor asked the students for their honest evaluation of the course. One reply was: "I consider the time spent on this course wasted." Occasionally a challenge was thrown down to the instructor by a student, too. In looking over final examination papers, the instructor found this concluding note on one of them: "I'll take a 'C' on this paper, but not a 'D'." The paper was returned with a "D" grade and a note that the grade represented the instructor's honest estimate of the worth of the paper and the question as to what the student proposed to do about it. The student very wisely did nothing about it.

9. *Picturing College Life*.—In common with other colleges and universities of the country, the students of Bethel College have for many years issued yearbooks. Beginning with 1908 these "annuals" were first published at two-year intervals. More recently they have been published every year. They were first published under the title "Echoes," but in 1915 the name was changed to "Graymaroon," the official Bethel College colors. These annuals have since made their appearances under this name. They have followed the usual plan of college annuals in their make-up, depicting the various phases of college life in word and picture. In conformity with general practice, pictures form the most prominent feature of these publications. Class pictures, accompanied at times by pithy characterizations of the individual class members, individual and

group pictures in conventional and often unconventional poses, activities and records of the various organizations, musical, forensic, athletic, day by day records of events, jokes and wisecracks at student or faculty expense make up the bulk of these volumes. Valuable bits of history and spontaneous effusions of students' literary efforts are also found here and there. It is very evident, however, that many of the jokes and humorous stories in classroom or dormitory or on the campus that have been given local color had their birthplace far removed from the Bethel College campus and their date of birth antedates their appearance in a "Graymaroon" by an unknown but respectable number of years. Doubtless, since it is quite difficult to resist the temptation to emphasize the lighter phases of college life in such publications, they must not be taken as a full and well-rounded picture of college life at an institution.

The publication of an "annual" can be justified on a number of grounds. It gives a condensed summary of events and activities of the year and brings together much information widely scattered through college and other publications. It helps to perpetuate incidents of college life that otherwise might entirely escape remembrance. It, too, gives more intimate glimpses into college life than can be obtained from almost any other source. It becomes a valuable addition to college history as a record of events currently recorded and as seen through students' eyes, and thus becomes a valuable means of preserving and transmitting college history and traditions.

The Bethel College annuals have frequently stressed the pioneer character of Bethel College, especially in their dedications. They have been dedicated mostly to the pioneers on the board of directors and the faculty, and reveal a high sense of appreciation of the vision, the courage, and the faith of the pioneers on both board and faculty. The Golden Anniversary number, published in 1938 in commemoration of the fiftieth anniversary of the cornerstone laying of Bethel College, deserves special mention in this connection. It deviated considerably from the usual "run of the mill" publications of the past. It was, in fact, the most ambitious undertaking of its kind in the history of Bethel College. It briefly gives the story of the Mennonites, emphasizing some salient points in their history; Bethel College, its origin and history are also sketched very briefly; a series of comparisons with descriptions and illustrations of yesterday and today, a table of important historical events in the fifty years of Bethel College history, complete board and faculty rosters, a new five-year program to be completed in 1943, etc., make up the body of the publication. It is entirely devoid of incidents of the lighter side of college life so characteristic of the average college annual. All the work of printing, engraving, and binding on this publication was done at the College print shop. Financially the *Graymaroon* has not always broken even, but student enthusiasm has always been willing to take the risk involved.

B. Student Aid

To increase the attendance, to secure the better students, and to give needy students an opportunity to earn at least a part of their college expenses, an extensive student aid program was introduced early in the last two decades. This program assumed several different aspects. Scholarships were increased in both number and scope; a cooperative boarding scheme was tried for a brief period; financial concessions were made to certain types of students; student loan funds were established and an extensive work program was begun. To make such aid available to the largest possible number of students only one type of aid was made available to a student. This principle was adhered to quite closely.

1. *Scholarships and Loan Funds.*—Scholarships of the old type, i.e., those awarded for donations to the endowment fund, were gradually decreasing in number. New ones were constantly being added through new contributions to the endowment. Thus the "vicious cycle" tended to perpetuate itself indefinitely. The awarding of scholarships now began to be shifted to a broader basis. Endowed scholarships were established. Specific endowments for scholarships have been made by the class of 1932 as a class memorial; others were made in memory of relatives or friends: S. M. Swartz, 1933; Katherine Regier, 1934; Amelia Lynn Ferguson, 1934; R. D. Ferguson, 1941; Hazel Dester Kaufman, 1948. For some years the Newton Rotary Club made an annual contribution, equivalent to a year's tuition for one student. The Herman Sudermann scholarship fund was established to aid students entering full-time Christian service and has been available for a good number of students each year.

Scholarships were made available to valedictorians (or salutatorians) of the graduating classes of neighboring high schools (1932), to ranking graduates of junior colleges (1935), to a few of the highest ranking members of each of the freshman, sophomore, and junior classes of Bethel College (1935), and to promising music students (1935). Special concessions in this respect were also made to students preparing for the ministry, to children of faculty members and of ministers and missionaries. Occasional awards of scholarships were made on the merits of individual cases as in the case of a girl student from Mexico, who was granted a full tuition scholarship in 1935. The money value of these scholarships averaged about fifty dollars a year, although in recent years some were increased to \$100.00.

The question of scholarships proved rather perplexing, especially in its relation to high school graduates, as it brought Bethel College into sharp competition with other denominational schools. Competitive bidding for the high ranking graduates of the high schools of the state, and the playing off of one institution against another by prospective students, became an all too common practice. A meeting of administrative officers

of the church-related colleges of the state was held and certain agreements were entered into.²² A uniform application blank was drawn up and a money deposit was required with each scholarship award as a proof of good faith on the part of the applicant. At least two years' attendance was required by some institutions to give validity to a scholarship award. The situation was somewhat improved thereby, but the agreements were not always strictly adhered to by all member institutions. Colleges were inclined to set up their own standards and methods for awarding scholarships. The situation forms one of the least creditable chapters in the story of church-related colleges.

The first mention of student aid in the form of a student loan fund is found in the annual catalog for 1932-33. It was started by friends of the College as a revolving fund several years earlier.²³ Late in 1935 G. F. Grattan, attorney at McPherson, Kansas, made a donation of \$5,000 to the fund and about the same time the Business and Professional Women's Club of Newton made their loan fund available to a woman student at Bethel College. In 1942 the fund was increased through the Rebecca Dubbs Memorial Student Loan Fund by \$500. These loan funds have served a useful purpose in assisting students through college. The fund is growing slowly through interest on unused balances of the fund.

2. *Cooperative Boarding*.—Another effort to assist students was the establishment of cooperative boarding organizations, one each for men and women students respectively in 1939. The College furnished the facilities for this purpose at a small rental charge, and the plan was carried out under the direction of the instructor of home economics. It was, however, discontinued with the opening of the new boarding facilities in Memorial Hall in 1942.

3. *Government Aid*.—In 1934 federal funds were made available by the Federal Relief Administration for "part-time jobs for college students." Under this plan, later known as the N.Y.A. (National Youth Administration), federal funds became available to students on part-time employment and part-time study. Bethel College usually had its full quota of student help under this system until it was discontinued in 1941.

In 1935 about 130 students were given part-time employment at Bethel College. They earned over \$10,000, more than \$4,000 of this amount was paid by the government under the plan above mentioned.²⁴ Two hundred and four students were given employment in 1941-42, but the figures fluctuate considerably over the years. In December, 1941, there were nineteen different work areas in which 175 Bethel College students were employed, the number in the different areas varying from one to twenty-four. Thirty-four N.Y.A. jobs are included in the total.²⁵ The war severely disrupted the employment program of Bethel College. Later it was again rebuilt but not on the pre-war scale.

4. *Health and Hospital Service.*—The extension of the health service in 1935 was responsible for two additional faculty members, H. R. Schmidt, B.S., M.D., as College physician, and Miss Ella M. Wiebe, R.N., B.S., as assistant health supervisor. Miss Wiebe was also put in charge of physical education for women. The service included a free medical examination and certain hospital services at the Bethel Deaconess Hospital against the payment of a small health fee by the student.²⁶ Late in 1935 the first floor of Elm Cottage was remodelled as an infirmary.



H. R. Schmidt, M.D.

Miss Ella Wiebe, R.N.

Sister Marie Lohrenz, R. N.

Mrs. Jessie Brown Gaeddert, R.N.

The accommodations provided a consultation room, a dispensary, nurse's quarters, and a number of hospital beds. The service included physician's regular office hours, and a week's free hospital care at the Bethel Deaconess Hospital, if hospital service was recommended by the College physician. Consultations and care at the infirmary were free. In 1939 agreements were put into effect between Bethel College and Bethel Deaconess Hospital by which faculty and students were given special rates for services rendered.²⁷ This service was extended in 1941 to include the Axtell Christian Hospital.²⁸ Miss Wiebe was married and resigned her position in 1942. Sister Marie Lohrenz, R.N., of the Bethel Deaconess Hospital, served as College nurse after that until ill health forced her to relinquish these duties in 1948.

Since 1948 Mrs. Jessie Brown Gaeddert, A.B., R.N., has rendered outstanding service as school nurse, also having charge of the Health Center and teaching various courses in this area. For the school year 1951-52 she reported as follows:²⁹

This past year has been an unusually busy one for the health center. Over 1800 office calls were made to the health center by students. There were two epidemics during the year, one of flu and one of measles. Of the 120 bed patients, 53 were flu and 29 measles. The rest were a variety of colds, infections of various types, sprains, etc. The previous year our total number of bed patients was 38 while last year it was 120. Days spent in bed varied from 1 to 17 for individuals. Altogether these added up to 419 nursing days compared to 152 for the previous year. The school nurse made over 50 calls to homes and dormitories. During the heaviest siege the classroom and the guest rooms were also converted into patients' rooms. At one time there were as many as 16 patients in bed. One could compare that to some of the hospitals in some of our smaller towns.

5. *The Teacher Placement Bureau.*—The accreditation of Bethel College by the State of Kansas in 1916 qualified its graduates to make application for and receive certificates from the State Board of Education to teach in Kansas high schools. This opened up a new field for Bethel College graduates who were not slow to avail themselves of the opportunities thus presented. A committee on recommendations to assist students in finding teaching positions was appointed the same year. The records of the activities of this committee are quite meager and such records as are available indicate that its activities were quite limited. The first real organized efforts at teacher placement began in 1921 with the replacement of the committee on recommendations by a teacher appointment committee. J. R. Thierstein, head of the department of education, was appointed chairman and took charge of the work. Under his energetic direction the work was systematized and its scope greatly extended. In 1927 A. J. Regier became head of the education department and took charge of the work of teacher placement. In 1932 the committee was dispensed with and the work reorganized as the Teacher Placement Bureau with Regier as director. He continued in this capacity until his death in March, 1947, excepting the years 1934-37 during which time P. J. Wedel served as director. Following the death of Regier this work was in charge of various persons. More recently the bureau was taken over by M. S. Harder.

Membership in the bureau was renewed annually at first, but was changed to permanent in 1937-38. The bureau has a complete record of the academic and personal qualifications of each candidate as well as of his teaching experience. It receives notices of vacancies, recommends candidates, has a well-organized follow-up service, and has been doing effective work. The scope of its work may be judged from the following: membership varies from year to year but has reached a total of 400 for a single year; the number of vacancies received during an equal period has exceeded the 700 mark. The demand for high school teachers has been specially strong, covering from seventy to seventy-five per cent of the vacancies received; but the demand has covered rural schools, grade schools, Bible schools, school administrators, and colleges. The services of the bureau are available to ex-students and alumni of Bethel College against the payment of a small membership fee.

The outbreak of the war affected the teacher placement work only slightly. Bethel College applicants received occasional rebuffs because of the Mennonite attitude on war; but generally speaking, the fact that they had received their training at Bethel College proved no handicap to them in their efforts to secure teaching positions.

C. Student Industries

The most important step toward providing student aid was the introduction of an industrial or labor program. Not only would opportunity be

given to students who needed financial assistance, but every student would be required to perform a certain amount of manual labor while attending Bethel College. A beginning was made quite early in Kaufman's administration. The idea was new and marked quite a departure from past practices at Bethel College. Progress could be made only by cautiously feeling one's way along and profiting by the lessons taught by experience.

1. *Aims and Objectives.*—The purposes of this innovation were mainly three: (1) It would create work opportunities for students to assist them in paying their way through college. (2) It was expected that the program would at least carry itself financially, and that eventually it might even become a small source of income to the College and thus prove financially advantageous. (3) It was argued that a combination of manual labor and mental activity in college is more apt to result in a well-rounded personality than through either type of activity alone; it would lead to a better understanding of life problems and to the formation of better habits than either one alone could.

Since many phases of the problem were new and more or less experimental in character, constituency, faculty, and students needed to be brought to a clearer understanding of the many problems involved in the introduction of student industries. The matter was brought to the attention of the constituency and its reaction solicited in the report of the board of directors to the Western District Conference in 1936. The report mentions the labor problem or student industries as one of the big problems confronting the board.

The reaction of the constituency was, in general, favorable, especially since the plan implied, tentatively at least, a lightening of the financial load the constituency had been carrying. Support for the plan in money and in kind was soon forthcoming. It is evident, however, that the carrying out of the plan on a large scale, that is the introduction of student industries, would require the expenditure of large sums of money. While a limited amount of the endowment fund might be invested in self-liquidating projects, the bulk of the money would have to come from other sources. This fact and the outbreak of the war made the undertaking of any larger projects of this kind impossible. Considerable progress has been made along this line with smaller projects and with good success, though not without encountering many difficulties, especially in the articulation of academic, labor, and recreation schedules.

2. *Attitude of the Faculty.*—The faculty was not without misgivings regarding the innovation, since it meant the upsetting of a well-established routine and the possible diversion of funds into channels of rather uncertain outcome, while the College was still groaning under a debt that had threatened its very life. On the other hand, if the plan offered any

reasonable prospects of increased revenue to the institution, it must not be dismissed too lightly. Sentiment among the faculty gradually, if perhaps somewhat reluctantly, swung in favor of the proposed plan, but subsequent events have proved that misgivings in regard to the effects the innovation would have upon the inner workings of the school were not entirely unfounded. It meant much earnest study and careful planning for the future.

The tenor of the "policy of instruction" adopted by the faculty in 1937 was that practical work should be introduced as much as possible in all areas, and that College instruction should place the student as much as possible into life situations, which implied the introduction of applied or practical work into all classes where at all possible.³⁰ Even so the faculty was not fully convinced of the feasibility of such a program and decided that the subject needed further study. The policy was finally adopted by the faculty "in principle,"³¹ and study of the subject was continued during 1938. Faculty meetings were taken up with discussions on the meaning of a liberal arts education, the relation of the work program to the liberal arts ideal of education, the contributions that different types of work can make to the purpose of a liberal arts education, etc.

In November, 1938, the faculty adopted a statement submitted by the committee on educational policies which was intended to clarify the relation of the work program to the liberal arts ideal of education,³² and by the close of 1938 Bethel College was committed to the new program. The going had not been at all easy. The principle of a joint labor and study program may be ideal in theory, but its application in practice is apt to meet with many difficulties, especially if the labor program is to be fitted into a well-established academic routine. It is difficult to strike and maintain a balance between the two extremes, especially when such balance must be struck for each individual student. Nor is its effect upon the student universally beneficial, since it is apt to deprive the student of certain contacts with student life, thus causing a feeling of frustration and a loss of some values incident to student life. The matter of competent supervision so essential to achieve the best success in a work program also has its difficulties.

3. *Visits to Other Institutions.*—The question was also being studied from the practical side. In 1936 a committee of the Bethel College board and faculty members visited Park College in Missouri, John Brown University in Arkansas, and the Consumer's Cooperative in Kansas City, Missouri, for a firsthand study of student industries. Its conclusions were summed up in a report to the board of directors in the following recommendations:

1. That the possibilities of student industries be further studied.
2. That the various phases of student work we already have at Bethel College be expanded and made more efficient.

3. That if additional industries are started, special consideration be given to the following requirements:
 - a. A minimum amount of capital outlay.
 - b. A maximum amount of hand labor.
 - c. The ready marketability at a profit of the article produced. In any event new industries should be begun only in a small way and gradually developed if successful.³³

The annual meeting of the Corporation in 1936 approved enlarging student industries at Bethel College. In 1938 another trip was made by a committee of board and faculty members in the interest of student industries at Bethel College. Berea College in Kentucky and Madison College in Tennessee were visited. The committee reported that one of the greatest difficulties in connection with student industries has been found to be the articulation of the student's labor program with his academic schedule. That the proper correlation between academic, labor and recreational loads of the student is a problem of great complexity is quite obvious, as is also the fact that such correlation is essential for the best success of this triple program.

In seeking a way to obviate as many of these difficulties as possible, several changes in internal arrangements were considered, such as full semester and half semester courses, divisions of the semester into terms of unequal lengths, etc., the final outcome being the adoption of the quarter system as related elsewhere. The introduction of student industries also rendered new registration procedures advisable, and these were introduced as conditions made it advisable.

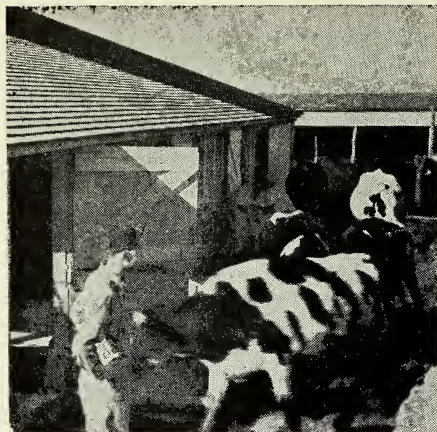
The program of student industries at Bethel College to date has followed mainly the lines of dairying, agriculture, printing, janitorial, dining hall, construction, maintenance, and secretarial work; though at times other fields have been entered as seemed advisable, such as painting, paperhanging, carpentry, home service, commercial employment, laundering, weaving, etc.

4. *The Dairy and the Farm.*—One of the first projects to be undertaken was the dairy. Authorization for beginning a College dairy "in a small way" was granted by the board in 1932.³⁴ A large barn was built in 1933 and later in 1934 the College dairy was in active production. It was modernly equipped in every respect and was intended not only to supply dairy products to the College and to campus families, but also to serve as a teaching laboratory for better dairy practices.³⁵ It has since continued to operate successfully on a considerably enlarged scale.

In 1941 the purposes of the farm enterprise were stated as follows: "(1) to follow the more recently approved agricultural practices; (2) to offer opportunities for self-expression and training under competent supervision; (3) to supply the College dining hall with as many home products as possible; (4) to make the farm at least self-supporting

financially."³⁶ Besides the dairy mentioned above, sheep, hogs, poultry, feed crops, and garden products make up the farm project.

A rather ambitious agricultural program was planned. Not only were



THE DAIRY FARM

ordinary farm crops grown but a fertility and testing program of various crops was undertaken in cooperation with the state agricultural experiment station in the summer of 1935.³⁷ The farming equipment was enriched in 1937 by the donation of a windmill including pump and storage tank by the Dempster Manufacturing Company of Beatrice, Nebraska. Important farm equipment was donated by Allis-Chalmers Manufacturing Company and others.



W. L. FRIESEN,
Farm manager and
teacher of Agriculture.

With the close of the war and the resulting increase in the attendance, the administration yielded to the urgent need for an expansion of facilities. In 1947 the Franz General Shop was erected. It was named for a number of Franz families of Ritzville, Washington, in recognition of their generous donations for the building. It is located to the east of and adjoins the heating plant. It was dedicated as a part of the Rural Life Conference held at Bethel College on November 14-15, 1947. It houses the department of industrial arts and the farm shop. Both departments are well equipped for the type of service they are intended to render.

5. *The Print Shop.*—The purchase of a printing press was authorized in 1933. The following year two small job presses and several type cases were installed and small job printing was done. In 1936 another ap-

propriation was made for this purpose and a large cylinder press was installed. Other necessary machinery was added such as: two typesetting machines, one large and one small high speed folder, a power paper cutter, a stitcher, and bookbinding equipment. The output included not only job work, but periodicals, pamphlets, and books. At times the income has run into five figures. It gave employment to about twenty-five students. Photo-engraving and a College photographic studio were also experimented with. These could not be maintained and were dropped.



PRINT SHOP

Interesting sidelights in this connection are the negotiations the board of directors began with the board of publication of the General Conference regarding the printing of the Conference publications at the College print shop.³⁸ In 1936 representatives of the Bethel College board, of the board of publication of the General Conference, and of the Herald Publishing Company of Newton, Kansas, met and discussed informally the question of uniting the printing interests of the three groups.³⁹ The diversity of opinion and of interests prevented the matter from coming to a favorable conclusion. Efforts to merge College and Conference printing interests were consummated some years later. The new organization was called "The Mennonite Press" and located in the Grattan building. A committee representing College and Conference supervises the project which has become quite a large concern. This volume has been set up and printed here.

6. *General Employment.*—In 1933 office help was made available to faculty members other than those in administrative work. This not only gave employment to a number of students, but it also relieved faculty members of much purely routine work. Much student employment was also provided by way of dining hall and janitorial service, campus, general maintenance and construction of new buildings, as well as off-campus jobs in town and neighboring countryside.

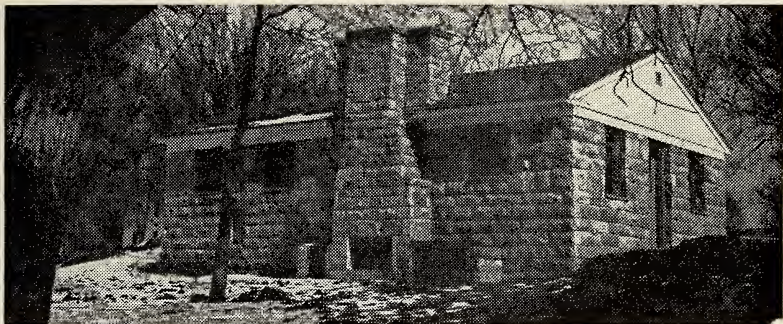
D. Recognition of Student Achievement

In time the recognition of athletic and forensic activities with their awards of sweaters, letters, pins, etc., had become the most conspicuous feature of the Alma Mater meeting. In 1938, on recommendation of the committee on students, greater public recognition was given on this occasion to students winning scholastic honors. The recognition consisted of a laudatory address by the dean of the College and the presentation to the student of a special "Certificate of Award." In 1941 special recognition for meritorious work in the field of labor was added, also in the form of a certificate of award given at the Alma Mater meeting. Intramural activities were added to the activities given special recognition in the same year. Another change during the year was the replacing of the scholarships hitherto granted to ranking members of the sophomore and junior classes by assistantships in various departments. These assistantships were not to cover merely routine office work, but rather to be of the nature of special problem assignments in the departments.

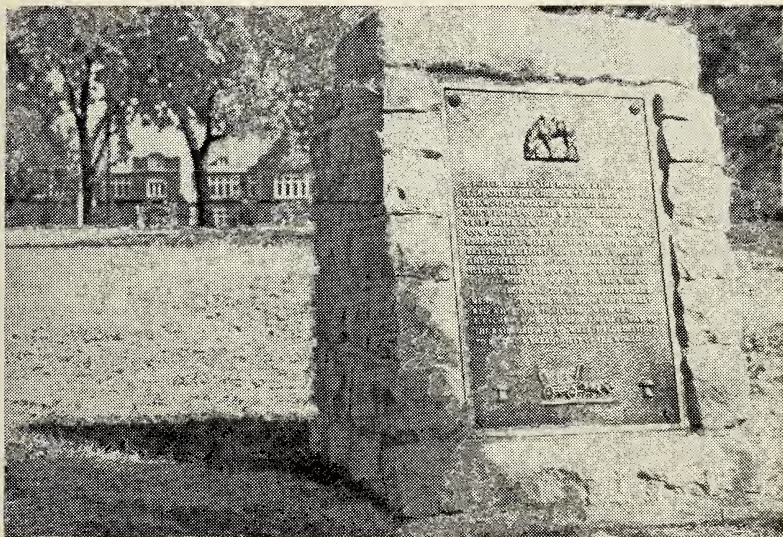
In April, 1941, a "Labor Day" was observed at Bethel College, the purpose of which was recognition of the dignity of labor.⁴⁰ This recognition took the form of a panel discussion on work, participated in by several outside speakers and followed by a tour to several places where the work program could be seen in actual operation. Labor recognition awards have been mentioned elsewhere.

The work program at Bethel College gave the institution wide publicity. An article by Stanley High in the *Saturday Evening Post* makes much of this program at Bethel College.⁴¹ Mr. High visited Bethel College in person to study its work program. He interviewed students individually and in groups and discussed the work program with them. About one-half of the students were at this time working under faculty or staff supervision. The program received favorable mention also in other quarters. It is in operation today although not on the pre-war scale.

In recent years "Work Days" have been set aside for students under their own organization and initiative to find outside jobs and turn their earnings over to the College for some special project, such as the Chisholm Park, the Kidron Kottage, tennis courts, the library, etc. The sum earned has run into a few thousand dollars each year, depending somewhat on the project involved.



KIDRON KOTTAGE, built in 1950-51 with student funds and student labor, used for various College and community gatherings.



CHISHOLM PARK, STUDENT-FACULTY PROJECT 1947-49. The inscription on the above marker reads as follows:

BEATEN HARD BY THE HOOFES OF MILLIONS OF TEXAS CATTLE, THE CHISHOLM TRAIL, FROM 1867 TO 1871, WOUND NORTHWARD PAST THIS KNOOL ON WHICH BETHEL COLLEGE WAS ESTABLISHED A FEW YEARS LATER. NEWTON BECAME THE NOTORIOUS "COW CAPITAL" OF THE WEST AND IN ONE YEAR OVER 600,000 CATTLE WERE HERDED OVER THIS TRAIL TO EASTERN MARKETS. SANTA FE RAILWAY AGENTS AND GOVERNMENT OFFICIALS SOUGHT FARMERS TO SETTLE IN HARVEY COUNTY, AND BUILD HOMES, CHURCHES, AND SCHOOLS . . . SO, IN THE WAKE OF THE COWBOYS AND THEIR SIX-SHOOTERS CAME MENNONITES WITH THEIR PLOWS AND TURKEY RED WHEAT. THE TRAIL LINED WITH THE BLEACHING BONES OF LONGHORNS GAVE WAY TO THE RAILROAD AND WHEAT-FIELDS DESTINED TO BECOME A BREADBASKET OF THE WORLD.

CHAPTER XXIII

SOME PROBLEMS AND ACHIEVEMENTS

In this 20-year administration there were many problems, achievements and failures that one might discuss. In this chapter we shall, however, restrict ourselves to a few problems and achievements of major importance. Although referred to elsewhere, they deserve fuller discussion to make the picture complete. The following items are included: North Central Association accreditation; the Fiftieth Anniversary celebration and the construction of Memorial Hall; the Second World War; the Kauffman Museum; and the Mennonite Historical Library.

A. North Central Association Accreditation

From previous discussions it will have become evident that the future of Bethel College was as intimately related to the question of accreditation by the North Central Association as to any other question. Bethel College had been accredited by the Kansas State Board of Education since 1916. Accreditation of the first two college years had been also accorded by the University of Kansas, and the universities of other states had given Bethel College the same rating as had the state university. In 1930 the State Board of Education having made membership in the North Central Association a prerequisite to state accreditation for all four-year colleges in the state, Bethel College found itself in a difficult situation, as it fell short of the requirements in a number of ways. The annual meeting of the Corporation in December, 1930, authorized the board of directors to make as advantageous financial arrangements as possible, in order to meet state requirements for accreditation.¹

1. *The 1931 Application.*—Early in 1931 Bethel College made formal application for membership in the North Central Association. J. R. Sage, registrar of Iowa State College, was sent as inspector in March, 1931. His report was quite complimentary to Bethel College, but action on the application was postponed by the executive committee of the association until the following year.² The reasons given were threefold: insufficient preparation of faculty, low faculty salaries, and insufficient endowment.³ The report, however, gave hopes that favorable action on the application might be taken the following year.

Application for admission was again made late in 1931.⁴ This was withdrawn in 1932,⁵ largely because of the high cost involved in the procedure. In 1932 Dean E. B. Stouffer, University of Kansas, informed

the administration that Bethel College had been placed on the *fully* accredited list of Kansas colleges for the next two years.⁶ This action greatly strengthened the institution, giving it a much higher rating in the educational field, and making Bethel College graduates eligible for university scholarships within and outside the state. A condition of this recognition by the State University was that courses on the junior-senior level would be taught only by faculty members with at least two years of graduate work in their own or closely related fields. In 1932 the Kansas State Board of Education recognized the efforts Bethel College was making toward accreditation. It extended state recognition to Bethel College for two more years, and encouraged Mennonites to retain at least one recognized college in Kansas.

2. *The Kelly Survey of 1932.*—In the fall of 1932 when Kaufman began his administration, Robert L. Kelley, executive secretary of the Association of American Colleges and of the Council of Church Boards of Education, was invited to make an objective survey of the institution.⁷ This was done early in December, and the report of his findings, submitted in February, 1933, is quite illuminating, especially in the things it criticizes. These included: the stock company control of Bethel College, the original scholarship setup, the make-up of the board of directors, the scholastic standing of some faculty members, and the inadequate finances. Improvements in the library, in the facilities for physical education, and in the boarding accommodations were also stressed as greatly needed. The report was not lacking encouraging features also. Kelly called the recognition of Bethel College by the North Central Association an *apparent necessity* for the continued existence of the institution.

At the same time Kelly also surveyed McPherson College and Friends University. Times were hard and all three schools had expressed some interest in merging, and Kelly strongly recommended it. Some consideration was given to locating the proposed new university at Hutchinson, Kansas, on neutral ground and under some "peace" name since all three denominations concerned were of that persuasion. The Hutchinson Chamber of Commerce was greatly interested and the suggestion was made that the state fair grounds in that city could perhaps be secured for the proposed university campus.

A meeting of the three college boards and the Hutchinson Chamber of Commerce was held in Hutchinson to discuss various angles of the proposal. None of the three schools could finally see its way clear for such a move. The Brethren and the Friends cooled off as there were many more Mennonites in the state. Bethel College cooled off since neither Tabor nor Hesston could be interested. This was during the depression and although times were hard, the three institutions nevertheless found themselves so deeply rooted in their native soil and the

proposed changes involved so many complexities, that the plan was finally abandoned.

3. *The North Central Association Evaluation of 1934.*—In 1933 the North Central Association began a revision of accrediting standards, promising a somewhat fairer evaluation of the small college. The rating of an institution would henceforth be determined less from its purely objective features, and more by its spirit and purpose; less by fixed demands, and more by the policies it pursues. The points to be stressed in the new accrediting procedure were: (1) the individuality of the institution; (2) induction of students; (3) its purposes and its clientele; (4) student personnel service; (5) the institution's study of itself. Faculty, finance, curriculum, library and administration remained important factors; but an institution would be evaluated on the basis of the total pattern it presented so that deficiencies in some respects could, in part at least, be counterbalanced by superiority in others.

In 1934 application for membership in the North Central Association was renewed. O. R. Latham, president of Iowa State College, and C. H. Oldfather, dean of the College of Arts and Sciences of the University of Nebraska, made a thorough survey of Bethel College for the North Central Association early in 1935.⁸ Although their report was adverse to the admission of Bethel College to the association, it was couched in friendly and encouraging terms. The report lists elements of strength as follows: (1) an adequate constituency and field of service; (2) a vigorous administration; (3) a loyal, devoted, and well-trained faculty; (4) the excellent administration of the library; (5) the extent to which the institution studies itself; (6) the program of student induction; (7) the housing program for students and faculty; (8) the science building.

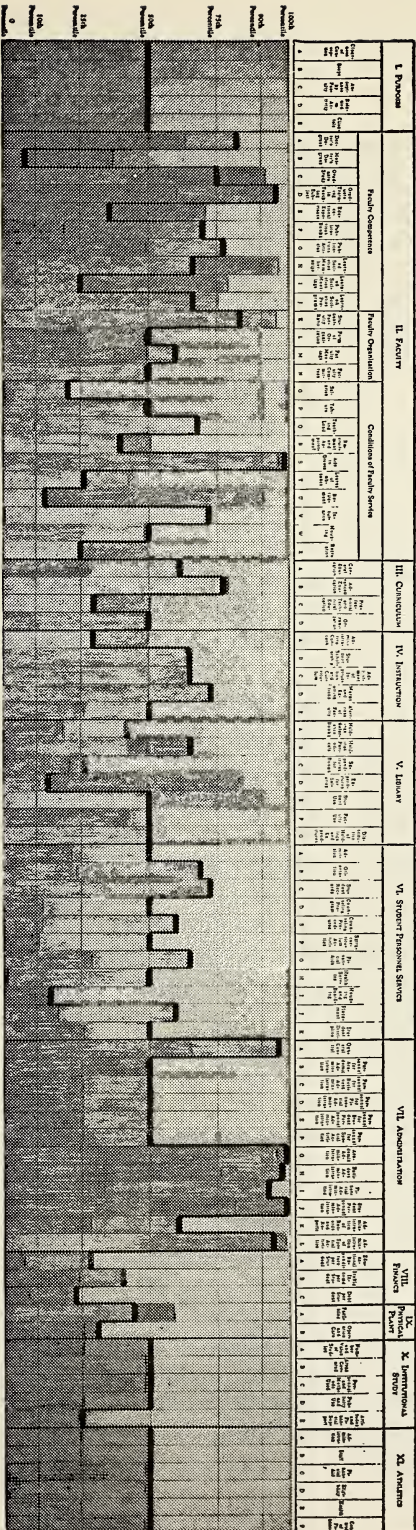
On the other side are listed the following elements of weakness: (1) lack of adequate financial support from the church and community; (2) pitifully low salaries; (3) the load of administrators and teachers is too great; (4) indebtedness of the school; (5) not enough expenditure per student; (6) plant in need of repairs and of new buildings. (7) the inadequacy of the health program.⁹ The report in effect, however, invited Bethel College to come again; a welcome would await the College. The concluding statement is significant: "It is the judgment of your inspectors that Bethel College has a well-defined constituency and field of service and will in the course of time work out a satisfactory status."¹⁰

The benefits of this inspection to Bethel College were several. The report was the considered judgment of experts; it was thorough and complete, and it was clearly the result of a sympathetic attitude toward, and a thorough understanding of the problems of the small college;

INSTITUTIONAL PATTERN MAP

THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION



BETHEL COLLEGE PATTERN MAP made by the North Central Association in studying the institution for possible accreditation. The map portrays the strength and weakness of the College in eleven areas, covering 84 items and indicates progress made between 1935 and 1938. The 50th percentile indicates the average for institutions then belonging to the Association.

Bethel College could now see itself through impartial, experienced eyes; it could study itself in the light of carefully weighed expert opinion; it now had recognized standards against which to measure itself. Though membership was denied, the general tone of the report helped materially to improve the standing of the institution and Bethel College continued to remain on the state accredited list. Strenuous efforts by the administration to improve the standing of the institution continued and these helped to maintain its rating at a level satisfactory to state agencies.

The report could mean only one thing for Bethel College: increased efforts to meet the requirements of the North Central Association. While such efforts had been in progress since 1932, the encouraging features of the report could only spur on to renewed efforts to reach a goal that now seemed in sight. From its very beginning the Kaufman administration took the position that accreditation by the North Central Association must be achieved at any price, if Bethel College was to render the greatest service possible to the constituency. Accordingly, efforts to fill in existing gaps and to strengthen weaknesses pointed out were redoubled.

4. *The Goal Achieved, 1938.*—The coveted goal was finally attained on April 7, 1938. On that date Bethel College was voted into membership in the North Central Association of Colleges and Secondary Schools, the first four-year Mennonite college to achieve that distinction. Though the cause of much rejoicing among the friends of the school, it was also an occasion for much serious thought and self-searching.

Accreditation was based primarily on the following "elements of strength": (1) Bethel College is the only four-year Mennonite college west of Goshen, Indiana, having a definite constituency in the 75,000 Mennonites residing west of the Mississippi River. (2) The faculty ranks high in training and is alert and vigorous in every phase of the academic program. (3) The curriculum is substantial and dignified. (4) The program of instruction appears to be good. (5) The library holdings are adequate for student use. (6) The program for the admission of students had been well conceived and is carried out in an effective manner. (7) The academic and nonacademic student records are very satisfactory. (8) The counseling program is formulated and directed by a centralized personnel bureau in an effective manner. (9) The present program of student organizations appears to be entirely adequate. (10) The health service has been greatly expanded since the examination made in 1935. (11) The program for the housing and boarding of students is an extensive one. (12) The science building at Bethel College would be a credit to any college or university campus. (13) The officers of administration have been working diligently during the past three years in an effort to improve Bethel College. (14) The administration and the faculty have been active in studying and evaluating the program of Bethel College.¹¹

Ed. G. Kaufman in a statement gives due credit to all who made the attainment of this coveted goal possible—to church, local constituency, friends, supporters, board, faculty members, and those who made earlier efforts in behalf of Bethel College. He then says that accreditation is “not an end in itself, but merely one step in a larger program of Christian education.” He sets forth the program for the future in the following recommendations: (1) develop much better financial support; (2) eliminate the debt; (3) pay better salaries; (4) build fireproof dormitories; (5) improve general facilities and equipment.¹²

Evidently Bethel College was not placed on “easy street” by this step. Neither had the goal been attained by following “easy street” in the past. Difficulties, sacrifices, heartaches had been the lot of president, board, and faculty. The step marked another important milestone in the progress of Bethel College; and its coming during the fiftieth anniversary year of the cornerstone laying of Bethel College made it a source of additional satisfaction and rejoicing. Bethel College had at last attained its “majority.” The event was given due recognition by a program in chapel at which President Kaufman related the history and pointed out the significance of this important achievement.

Accreditation by the North Central Association of Colleges and Secondary Schools put Bethel College on a par with other institutions of the same kind in the country, since accreditation by any one of the five regional accrediting agencies in the United States is given full recognition by the others. Degrees granted by Bethel College would now be accepted as valid in any college or university in the country, and its graduates would be given the same rating as those of other similar high-ranking institutions. It meant the fulfillment of the original purpose of Bethel College, the final realization of the dream of the founders to give our Mennonite youth in our own institution educational opportunities on the college level second to none in the country. The step was of special importance to students from other states, as it relieved them of any doubts or fears regarding the status of Bethel College credits or degrees in their own states.

B. The Fiftieth Anniversary and Memorial Hall

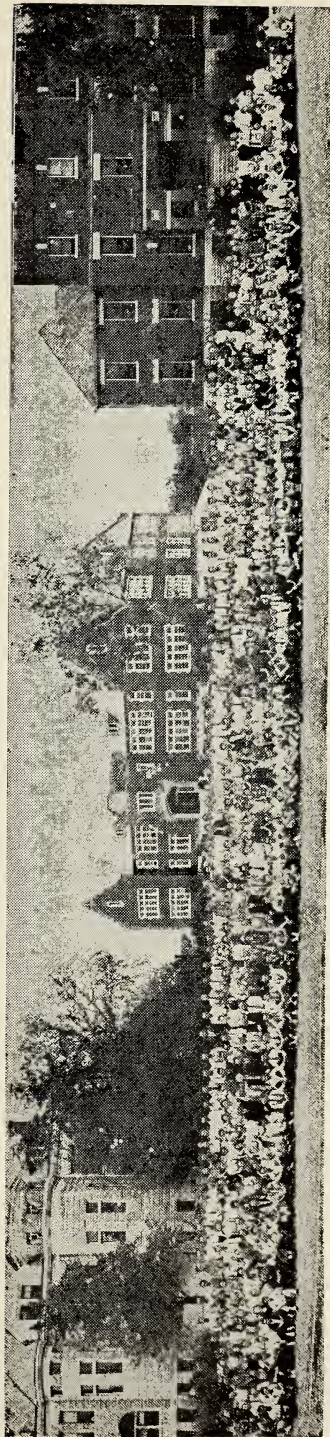
1. *Memorial Hall Campaign.*—The Five-Year Plan adopted in 1933 and to be concluded in 1938 included a Fiftieth Jubilee Anniversary Fund; and while this fund did not specifically mention any buildings, sentiment among the constituency seemed quite responsive to the suggestion of erecting a Memorial Hall. Accordingly the board of directors decided to put on a campaign, the special objective of which was to be the erection of such a building.¹³ An eight weeks campaign beginning in March was to be put on under the direction of the firm of Pierce and Hedrick, and machinery for this purpose was set in motion at once.

A vigorous advertising campaign was instituted, stressing such points as commemoration of fifty years of Bethel College history in 1938; a memorial to the earlier period of Kansas history with its story of the old Santa Fe Trail, the founding of Newton, the coming of the Santa Fe Railroad, the immigration of the Mennonite pioneers into Kansas sixty-five years earlier; and the unusual opportunity for friends far and near to memorialize loved ones in a way that would prove most useful to posterity. The building would be designed as a common meeting ground for faculty, alumni, former students, under-graduate students, and other friends of the school. It would provide an auditorium with a seating capacity of approximately 3,000, large enough to take care of annual commencements, which were now being held off the campus because of lack of room; also student functions, church conventions and reunions. It would contain in addition a dining hall for the students, facilities for physical education, a bookstore, College Inn and social room for the development of the social life of the student.¹⁴ The cost was estimated at \$100,000. Memorial plaques and tablets to friends and relatives were to be placed in the building. The cut of the proposed building mentioned above bears the title,

"Our testimony to the faith of our fathers.
Our legacy for the uplift of our posterity."

It was hoped that a total memorial fund of \$350,000 could be collected mainly for current budget, debt retirement and the proposed Memorial Hall before the Golden Anniversary Celebration.

Such were the grounds on which solicitation for contributions to the building were based. A memorial building and semi-centennial campaign committee of nine was appointed to manage the campaign, which was pushed with much vigor. During the year advertising bulletins were published at first twice, then three times and finally four times a month, thus keeping the project constantly before the constituency. The annual meeting of the Corporation in November, 1937, authorized work on the Memorial Hall to begin and to be completed to the first floor as funds became available, i.e. without going further into debt.¹⁵ On January 20, 1938, the board of directors passed a resolution to proceed with construction of the ground floor of Memorial Hall.¹⁶ The first spadeful of earth on the new building was turned on February 1, 1938.¹⁷ Much voluntary labor was donated by friends of the institution in excavating the ground and hauling materials. Members of twenty-five different congregations contributed labor in pouring the concrete for the basement walls, and approximately 1,500 persons contributed labor in one form or another. The student council took an active interest in the project and lent its encouragement by pointing out ways in which students could help the project along.



STUDENTS AND FACULTY, GOLDEN ANNIVERSARY YEAR, 1938

It was hoped that the building could be completed and dedicated by October 12, 1938. Though the appeal struck a sympathetic chord among the constituency and many liberal contributions came in, the building had progressed only far enough for the laying of the cornerstone on above date, just fifty years after the laying of the cornerstone of the Administration Building. The administration and the board clinging resolutely to the promise not to make any debts, construction proceeded only as funds became available.

Friends of education made liberal use of the opportunity to establish memorials to departed friends or relatives by many sizable contributions to the Memorial Hall fund. A number of larger contributions also were made by non-Mennonites. Nevertheless, Memorial Hall, like the Administration Building and the Science Hall, was built more by the "widow's mite" than from the abundance of the wealthy.

2. *Linking the Past with the Future.*—On October 12, 1938, the building was ready for the laying of the cornerstone, and the ceremony was observed as a part of the fiftieth anniversary celebration, the exercises being carried out as given on the program below. About 600 persons were present at the laying of the cornerstone on the morning of October 12.¹⁸ The scripture passage read by H. T. Unruh was Psalm 24, the same as was used at the first cornerstone laying.

Preparations for the observance of this special anniversary had been under way for over a year. With the exception of the twenty-fifth anniversary of 1913, not much had been made of anniversaries in the past, though occasional references were made to them, especially if they fell on a school day. In the early twenties, more attention was beginning to be paid to the anniversaries, especially the five and ten year anniversaries of the cornerstone laying or of the opening of school. At times these observances were quite informal; at other times they took on a more formal character. The forty-fifth anniversary on October 12, 1933, was observed by a special all-day program, the general theme of which was "Bethel College as the Fruit of Faith." In the forenoon the subject was presented from the threefold angle: (1) in the intellectual sense, by G. N. Harms; (2) in the social sense, by Jacob Isaac; (3) in the spiritual sense, by Abraham Ratzlaff. The afternoon speakers, C. H. van der Smitten, P. H. Richert, and R. A. Goerz dealt with the past; the evening speakers, A. E. Funk, J. T. Axtell, and Ed. G. Kaufman dwelt chiefly upon the future. The occasion was made a gift day for Bethel College. Already at this time plans for the fiftieth anniversary were beginning to take shape, as may be inferred from the program. Founders' Day was again observed in 1934 with an address¹⁹ by William J. Krehbiel, son of one of the founders of Bethel College and editor and owner of the *McPherson Republican*. The address is replete with reminiscences of early-day Bethel College history, as well as revealing a penetrating

insight into the ideals of Mennonitism and the need for such an institution as the projected Bethel College was originally intended to become.

3. *The Golden Anniversary*.—The date of the Golden Anniversary Jubilee was Wednesday, October 12, 1938, but the program began on Sunday evening, October 9, and was continued on Monday evening, Tuesday evening, and all day Wednesday. The program arranged for the occasion was as follows:

PROGRAM OF THE CELEBRATION OF THE FIFTIETH ANNIVERSARY
OF THE CORNERSTONE LAYING OF BETHEL COLLEGE

OCTOBER 9 - OCTOBER 12, 1938

(All meetings in the College chapel except as indicated)

OCTOBER 9

Sunday Morning—It is hoped that the Mennonite churches in gratitude to our Heavenly Father will remember the Golden Anniversary of Bethel College in their respective morning services on this day.

Sunday Evening, 8:30 p.m.—Contributions of American Mennonite Colleges

Chairman—President Ed. G. Kaufman

1. Scripture and Prayer—Rev. C. C. Wedel
2. Address—"Contributions of American Mennonite Colleges to Home and Society"—Dr. H. W. Lohrenz, Tabor College (35 minutes)
3. Music—A Cappella Choir
4. Address—"Contributions of American Mennonite Colleges to the Life of the Church"—Rev. Milo Kauffman, President, Hesston College (35 minutes)

OCTOBER 10

Monday Evening, 8:30 p.m.—Problems Facing Mennonite Higher Education

Chairman—Professor A. E. Kreider

1. Scripture and Prayer—Rev. P. P. Wedel
2. Address—"Problems Facing Mennonite Higher Education in the Light of the Needs of Our Youth and Our Church"—Rev. C. E. Krehbiel (35 minutes)
3. Music—College Quartet
4. Address—"In How Far Is the Service of Our Mennonite Colleges Dependent Upon Conformity and Non-Conformity to Type?"—Dr. P. R. Schroeder (35 minutes)

OCTOBER 11

Tuesday Evening, 7:30 p.m.—Bethel College Past Presidents' Meeting

1. Scripture and Prayer—Psalm 100—Dean J. S. Schultz, Bluffton College
2. Address—Dr. J. H. Langenwalter (30 minutes)
3. Address—Mr. Paul Kliewer (12 minutes)
4. Music—Harp Solo—Miss Mary Eby
5. Address—Dr. J. E. Hartzler (35 minutes)

OCTOBER 12

Wednesday Morning, 9:30 a.m.

Chairman—President Ed. G. Kaufman

1. Scripture and Prayer, Psalm 96—Rev. G. N. Harms
2. Address—"People of Vision"—Dr. J. H. Langenwalter (30 minutes)

3. Address—"Cornerstone Laying Fifty Years Ago"—Professor P. J. Wedel (12 minutes)
4. Music—A Cappella Choir
5. Address—Dr. Theodore O. Wedel (30 minutes)
6. Distribution of Subscription Slips for contributions toward the Memorial Hall Building Fund

Wednesday Morning, 11 a.m.—Cornerstone Laying of Memorial Hall
(At building site)

1. Music—College Band
2. Reading of Psalm 24—Rev. H. T. Unruh
3. Address—"Significance of the Memorial Hall"—Rev. A. E. Funk
4. Dedicatory Prayer—Dr. P. H. Richert
5. Cornerstone Laying—Rev. P. K. Regier, President of the Bethel College board (15 minutes)
6. Collection of the contributions and subscription slips for the Memorial Hall Building Fund
7. Doxology—Congregation

Wednesday Afternoon, 2:30 p.m. (College chapel)
Chairman—Dean P. S. Goertz

1. Invocation—Dr. H. A. Fast
2. A Word from our colleagues (1 minute each)
 - a. Alumni Association—Dr. H. F. Jantzen
 - b. Bethel College Women's Association—Mrs. Paul Baumgartner
 - c. Bethel College Fellowships—Mr. O. C. Krehbiel
 - d. Bethel Hospital—Sister Frieda Kaufman
 - e. Pacific District Conference—Rev. Lester Hostetler
 - f. Western District Conference—Rev. P. P. Wedel
 - g. General Conference—Rev. C. E. Krehbiel
 - h. Newton Ministerial Alliance—Rev. Logan Martin
 - i. Newton Chamber of Commerce—Mr. Carl K. Suderman
3. Music—Harp Solo—Miss Mary Eby
4. Greetings from:
 - a. University of Kansas—Dean Ivan C. Crawford
 - b. State Board of Education—Miss Louie Lesslie
 - c. Kansas Council of Church Colleges—Dr. D. M. Edwards
 - d. Freeman Junior College—President J. D. Unruh
 - e. Bluffton College—Dean J. S. Schultz
 - f. Visiting Representatives of other colleges:
 - 1) Friends University—President D. M. Edwards
 - 2) K. S. T. C., Emporia—Mr. Harold Hunt
 - 3) McPherson College—Dean J. D. Bright
 - 4) Tabor College—President A. E. Janzen
 - 5) Washburn College—Mr. Lyle O. Armel
 - 6) K. S. A. C., Manhattan—Dr. F. L. Parrish
 - 7) University of Wichita—Dean L. Hekhuis
 - 8) Bethany College—Dean Emil O. Deere
 - 9) Hesston College—Dean Paul Erb
5. Music—A Cappella Choir
6. Main Address—Dr. Theodore O. Wedel (30 minutes)

Wednesday Evening, 8:00 p.m.—Historical Pageant of Mennonites and Bethel College (Lindley Hall)

a. *A Pageant of Mennonite History*.—The climax of the program was the pageant given in Lindley Hall under the direction of Miss Thelma D. Reinhard of the dramatics department. It depicted Mennonite history and the story of Bethel College, tracing the origin and growth of Mennonitism from its beginnings through its development in Europe and America and summarizing the history of Bethel College from 1888 to 1938. The story was presented in 19 scenes as follows: (1) The Sermon on the Mount by a speech choir; (2) They Baptized Each Other; (3) Menno Simons by Name—a scene from "Let My People Go"; (4) Penn's Invitation—to Mennonites and Quakers of Crefeld, Germany; (5) The Provinces of Queen Catherine, Russia—Mennonite delegates before the Queen; (6) The Immigrants leave for Russia—sorrowful but comforted by reading Psalm 121; (7) Invitation to the United States—Santa Fe immigration agent tells the Russian Mennonites about the United States and is sought by Russian soldiers; (8) Sorting Turkey Red Wheat; (9) They Leave for the United States—an immigrant scene; (10) The United States—Kansas—Newton. Worshipping—in an immigrant house near Newton; (11) This is Where We Build Our Home—a woman's point of view of a home in a wilderness; (12) The Turkey Red Wheat—a moving frieze showing the sowing and reaping of wheat; (13) The Harvest Festival—rejoicing after a good harvest in the United States; (14) Education's Struggle—presenting different viewpoints regarding education; (15) The First School—General Conference resolution to organize a school; (16) The Cornerstone Laying in 1888; (17) Bethel College Formally Opened, 1893; (18) Golden Anniversary, Memorial Hall Cornerstone Laying—1938; (19) Finale—entire cast with band members and director.

Nearly 100 persons took part in the performance which was given uptown at Lindley Hall before a large audience of nearly 2,500 people from twelve states and Canada.

b. *The Anniversary Seal*.—A Golden Anniversary seal with rich symbolism had been devised in honor of the event and was widely used in advertising, correspondence, etc. The following description will give some idea of the seal and its significance.

GOLDEN ANNIVERSARY SEAL

Symbols in the Bethel College Golden Anniversary Seal

Center: The Cross of Christ, revealing God's supreme love for mankind.

Upper Right: Switzerland, birthplace of the Mennonite faith during the Reformation.

Upper Left: Holland, birthplace of Menno Simons, Christian leader after whom the Mennonites were named.

Lower Left: (1) Bethel College Administration Building — oldest Mennonite College in America. Cornerstone laid October 12, 1888.

(2) Oxen Drawing Threshing Stone—introduced by the Mennonites and selected as the emblem of Bethel College by the students of 1934-35. This

stone represents the pioneering spirit, simplicity of life, stability, and strength of character.

(3) Hard Winter Wheat—introduced to America by the founders of Bethel College.

Lower Right: The World—Our field of service. "Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost: teaching them to observe all things whatsoever I have



commanded you: and, lo, I am with you always, even unto the end of the world." St. Matthew 28:19 and 20.

Margin (right): The Christian Shield representing the Kingdom of God and His righteousness which should be our great concern.

Margin (left): The American Shield—its colors represent truth, purity and courage; its constitution guarantees religious freedom; its government recognized Life, Liberty and the Pursuit of Happiness as rights of its citizens. To the end of preserving Christian democracy in America and extending its blessings to the uttermost parts of the world, the friends who support Bethel College invest their interest, their money and their lives.

Inside Margin: Faith, Hope and Love—These virtues motivated the establishment of Christian homes, schools, churches, hospitals, and missions. These characteristics of the Prince of Peace have strengthened Mennonites during four centuries of persecution. These peace-loving people lived and died for their adopted countries, but they chose death in filthy prisons, were burned at the stake, served as galley slaves, and suffered starvation in exile rather than kill their fellow men. Their lives are testimonies to the words of the poet who sings:

"Plant liles and lilies will grow;
Plant roses and roses will bloom;
Plant hate and hate to life will spring;
Plant love and love to you will bring
The flowers of the seeds you sow."²⁰

c. *Surveying the Past and the Future.*—Many interesting statistics were brought out in connection with the anniversary. It was reported that 261 students were employed during 1937-38. Of these 113 had campus jobs and earned \$11,100.86; thirty-seven students were employed on N.Y.A. jobs and earned \$3,749.25. The remaining students had found employment in Newton and had earned over \$12,000.²¹

Comparative attendance figures were given for the years 1933 and 1938 as follows: Total enrollments, 313 and 426; out-of-state enrollments, 25 and 64; Harvey County enrollments, 126 and 197; Mennonite enrollments, 150 and 164; number of Mennonite congregations represented, 42 and 69; number of Kansas counties represented, 16 and 21; number of high schools represented, 58 and 95.²²

The following financial figures are quoted for the same years:

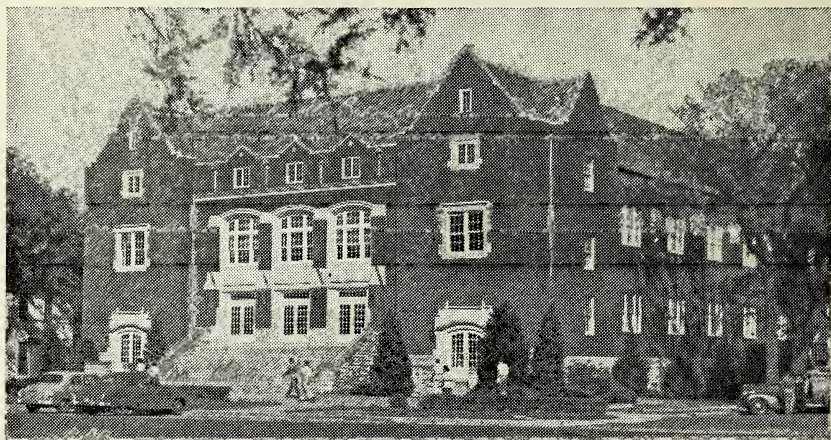
	1933	1938
Plant and equipment.....	\$280,450	\$443,000
Endowment	286,450	308,000
Indebtedness	139,984	89,950
Net Worth	446,000	680,500

These figures are taken from the Comparative Fund Balances of the treasurer's report, and are as of August 1 for the respective years.

Among the subscriptions to the Memorial Building Fund the largest two were: one each for \$1,000 and \$800. Although the first five-year plan had not been fully realized, much progress had been made along the lines suggested in it. The board of directors submitted to the fifty-first annual meeting of the College Corporation on November 25, 1938, another five-year program. It was adopted unanimously and pertained to the following points: (1) Completing the Old Five-year Program; (2) Constituency; (3) Charter and Aims; (4) College Board; (5) Faculty; (6) Students; (7) Curriculum and Instruction; (8) Student Employment Program; (9) Athletics; (10) Physical Plant; (11) Finances; (12) Accrediting Agencies. The very fact of having some conscious

goals helped to make progress. World War II, however, came on and brought new problems which needed immediate attention; hence much of the second five-year program became a war casualty.

4. *Completion and Dedication of Memorial Hall.*—Sufficient funds for the building came in to continue building operations. In the spring of 1941 it was possible to hold the Booster Banquet in the basement of the building. The building was dedicated by a program on Sunday afternoon, March 23, 1942. It was participated in by representatives of the board of directors, the faculty, the students, the Alumni Associa-



MEMORIAL HALL, 1942

tion, the Fellowships, the Women's Association, the Bethel College Church, the Newton Chamber of Commerce, the Newton Ministerial Alliance, the Western District Conference, and the General Conference, with music by the a cappella choir. The physical training classes occupied the building in March, 1942; but the dining facilities of the building were not available until the close of the second quarter of the same year.

The building has been found admirably adapted to the purpose for which it was intended. It has furnished ample accommodations not only for College functions, but also for many other gatherings, such as song festivals, conferences, and conventions. It may well be taken as evidence that when the needs of Bethel College are presented to the constituency in the proper light, the constituency will rally to the support of the institution. The many uses of Memorial Hall for public purposes have tended toward closer relations between the constituency and the institution.

5. *A Decade of Progress.*—In view of the changes that another world war, then in prospect, would bring about, a brief summary may be relevant at this point. These nine years had been a period of many and

important changes. The following facts may be mentioned; reorganization of the curriculum; strengthening of the faculty; increase in attendance from 285 in 1931-32 to 504 in 1940-41;²³ accreditation by the North Central Association; strengthening of relations between College and constituency; reduction of the debt by \$40,000; increase in endowment by \$77,000, increase in value of plant and equipment by \$285,000 and in net worth by \$380,000. An infirmary (health service) and a museum had also been established.

New supporting agencies were organized: the Fellowships, the Women's Association, the Junior Goodwill Builders, the Bethel College Tithing Band, the Bethel College Prayer League, and the Public Relations Office. The Alumni Association and the Letter Club antedated the administration of President Kaufman, but even these were now infused with new vigor and vitality. Bethel College had indeed made great strides forward in the last decade.



PERSONS PRESENT AT THE 60TH ANNIVERSARY of the Cornerstone laying in 1948, who also attended this occasion in 1888. *Front row:* C. H. Friesen, Bertha Baumgartner, Mrs. D. Gaeddert, Mrs. P. W. Enns, Mrs. and Martin Thimm, Mrs. J. H. Harms. *Middle row:* A. Regier, W. J. Baumgartner, P. R. Voth, C. C. Epp, I. Penner, H. Schmidt. *Back row:* F. Pankratz, P. J. Wedel, J. Isaac, N. F. Funk, P. P. Buller, J. H. Franzen, C. C. Wedel, J. Neufeld.

C. The Second World War

With the entry of the United States into World War II in December, 1941, grave times loomed ahead for Bethel College. It was not that the storm broke unexpectedly. Already in the spring of 1940 Bethel College participated in a nation-wide study on "The College Student and War." The results for Bethel College were summarized as follows:

1. Students of Bethel College fall within the ranges "strongly pacifistic" and "extremely pacifistic."
2. Women students are more pacifistic than men students.
3. The trend between 1934 and 1937 was toward pacifism; since 1937 there has been a notable trend toward militarism in America.
4. Mennonite students as a group are more pacifistic than non-Mennonite students.
5. The freshman class of 1939-40 became more militaristic during the year.²⁴

While some of these conclusions could have been drawn from mere surface observations, the commitments by the students gave strength and definiteness regarding the trend of the thinking of young people on the question of war and peace more than a year and a half before the actual outbreak of the war.

1. *Problems Arising Out of the War.*—During the same year, as the war clouds were drawing nearer and threatened momentarily to pour down their rain of death upon the nations of the earth, Ed. G. Kaufman, upon request, addressed the faculty on "The Policy of Bethel College in the Present World Emergency."²⁵ The committee on educational policies was instructed to draw up, for faculty consideration, a statement on "The Program of Bethel College Relating to National Defense." The report, submitted a few weeks later, was adopted unanimously by the faculty. Its introductory paragraph is given here in full as it is indicative of the principles which guided Bethel College during the war emergency:

Bethel College, mindful of the blessings of our American democracy, is willing and ready to participate in the defense program as far as its principles as a Christian liberal arts college will permit. The College realizes that this government was founded on the thesis of freedom of religion, and that Christian principles have been basic and fundamental in the development of our democracy. Therefore as a Christian liberal arts college we feel it to be our privilege and duty to teach and vitalize our Christian democratic heritage and to stimulate sacrificial service for its preservation.²⁶

Points specifically emphasized in the report as possible contributions of Bethel College to the problem were: a study of the principles of democracy as contrasted with the methods and aims of totalitarianism; a study of the effects of war and methods of eliminating war; a study of various social and economic maladjustments; encouragement of scientific research motivated by purely humanitarian ideals; study of first aid courses and defense legislation; also of courses which would bring

about a better understanding of our Latin-American neighbors; and to stress "with an ever greater zeal the importance of an exalted quality of Christian character and the supremacy of the spiritual values of life."²⁷

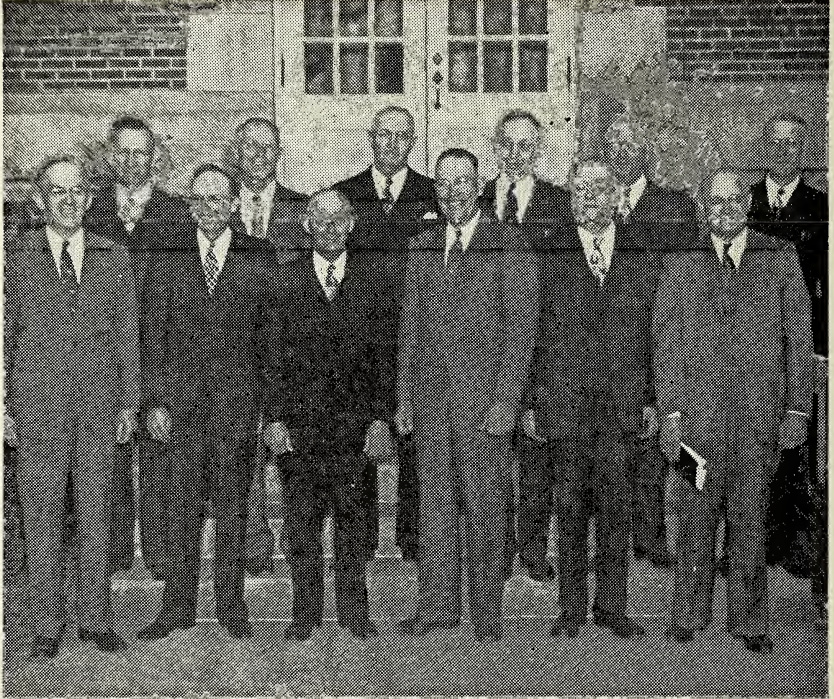
But with the outbreak of the war Bethel College, like all other educational institutions, found itself facing a concrete situation that called for action in specific cases. Fortunately, the administration had all along been very much alive to the seriousness of the situation; and, early in 1942, Ed. G. Kaufman reminded both students and constituency that much thought and earnest prayer would be required to weather the storm that had now broken. As events showed, vigilance was necessary not only regarding outside occurrences and influences but a watchful eye had to be kept on happenings within the institution; happenings which might give occasion for criticism or even definite action against the institution.

Thus, in March, 1942, an article appeared in the *Bethel Collegian*, which aroused a storm of indignation among those who were watching Bethel College for any step that might be construed as unpatriotic. The article pertained to registration for selective service in connection with the war effort, and was construed by some citizens of Newton not only as unpatriotic, but as inciting to disobedience against the Selective Service Registration Act. The article had been written by a member of the *Collegian* staff and had somehow slipped by the faculty sponsor of the College paper.

Although consultation with an attorney elicited a verbal statement that there was nothing in the article on which legal proceedings could be based, the excitement among some groups or citizens was tremendous. The board of directors and the faculty in a public statement disavowed the article and made plain their position on the question of registration for selective service. The Newton Chamber of Commerce, upon its request, was absolved from its agreement to sponsor the booster banquet. President Kaufman explained the situation to authorities in Topeka and leading citizens of Newton. An investigation by the Federal Bureau of Investigation had been hinted at in certain quarters, and the board of directors informed city and county authorities that they would welcome such an investigation. Nothing, however, came of it. Calmer counsels prevailed and feeling gradually subsided. Incidentally, the change did not in any way detract from the success of the booster banquet. On the contrary, more people attended than ever before.

The question of what attitude Bethel College should take toward the special army and navy training program which the government requested the colleges and universities to undertake in 1942, also called for a decisive stand by the institution. The faculty decided not to introduce such classes in Bethel College,²⁸ and this action was approved by the annual meeting of the Corporation later in the year.²⁹

Bethel College was, of course, only one of the many institutions affected by the crisis that had come upon the country. Since other institutions were facing similar problems, contacts with other colleges and educational organizations were maintained. Suggestions of how colleges



BETHEL COLLEGE BOARD, 1949. *Left to right:* J. M. Regier, Henry Hege, P. A. Wedel, S. J. Goering, A. J. Dyck, G. Zerger, A. E. Funk, A. M. Lohrentz, C. H. Goering, P. F. Quiring, E. G. Kaufman, P. K. Regier. *Not Pictured:* Louis Janzen, Max Smith, B. J. Stucky.

could best serve the country during and after the war were placed before the faculty by the president from time to time.

During this, as during World War I, mistrust and suspicion toward Bethel College were manifest in various quarters. Epithets of scorn were hurled at the institution and those connected with it from time to time, especially under cover of night. Once again Bethel College and the Mennonite church were called upon to pay a price for "conscience sake," for their adherence to the principle of religious freedom. The price was, however, not as great as during the First World War, since definite provision had been made in the Selective Service Act for the conscientious objector who was thus given a recognized legal status.

There were, however, many problems that called for solution. In some instances these were of such nature so as to make cooperation between like-minded institutions advisable. Among the former may be mentioned such questions as: How can the individual institution render the greatest service to its students before they are called into national service? The trend in the case of men students to discontinue college to seek other employment was very strong. Bethel College advised against such a step, urging its students to continue their college training as long as possible. Another question was: What can Bethel College do for the young men, especially students who were entering the Civilian Public Service camps? Quite early in the history of these camps a strong desire on the part of the men to continue their high school or college training became evident. Bethel College decided to give credit for such work in C.P.S. camps under proper safeguards, such as properly qualified instructors, proper admission requirements to the courses offered, adequate facilities, proper records, and in general the maintenance of recognized standards for college work.³⁰ The question proved, however, a troublesome one because of the frequent transfers in these camps. Army tests revealed great possibilities of improvement in the field of physical fitness, relief and reconstruction work offered other possibilities. Faculty members and committees were assigned to study problems of courses and credits, and changes in line with their recommendations were made here and there as seemed desirable.

2: *United We Stand—Mennonite Colleges.*—For the purpose of bringing about more unified action between Mennonite institutions of higher learning, a conference of administrators of Mennonite colleges was called at Winona Lake, Indiana, on August 7, 1942. Representatives of six Mennonite colleges and one Brethren in Christ college were present and the following statement of position and proposals for action by these colleges was adopted.³¹

A STATEMENT OF POSITION AND PROPOSALS FOR ACTION
ADOPTED BY THE CONFERENCE OF MENNONITE AND AFFILIATED
COLLEGE ADMINISTRATORS, WINONA LAKE, IND., AUG. 7, 1942

Being by reason of our religious belief and our historic convictions committed to the way of life taught and exemplified by Jesus as a way of love to all men and ministry to all human needs, and being accordingly conscientiously opposed to participation in war in any form as a violation of that way of life, we desire to set forth our common position on the problems which face our colleges as a result of the war and the needs, both present and prospective, resulting from it.

1. We propose to continue a strong Christian educational program with emphasis on a type of general college education which will strengthen Christian faith and character and equip young people with a basic philosophy of life which will help them to meet successfully the problems that await them as they go out into the present and the post-war world, and prepare them to render an effective ministry to its needs.

2. We shall continue to strengthen our peace testimony within our schools and churches, and elsewhere as opportunity may afford.
3. We desire to promote among our faculty, students, and constituency positive service to our local communities, to the nation as a whole, and to the world in this time of great need. We pledge ourselves, accordingly, to promote the following forms of service: (a) To recruit and prepare students and faculty for needed services which we can conscientiously perform; and to cultivate the spirit of sacrificial ministry to human needs. (b) To promote giving to relief and reconstruction needs, particularly through the Mennonite Central Committee and its program. (c) To encourage support of the Civilian Public Service program provided by the government and operated by the Mennonite Central Committee. (d) To support the sale of Civilian Bonds as made available by the government through the Mennonite Central Committee.
4. We find ourselves unable to accept from the government assignments which would commit us to participation in the war effort, since this would require us to violate our consciences and deny the faith and heritage of the churches which sponsor and support our colleges. Specifically this means inability to participate in the following federal programs: (a) Recruiting and training men for any branch of the armed services as is required in the government's Enlisted Reserve program, under such plans as the Navy V-1, V-7, etc. (b) Promotion of the sale of war bonds or stamps. (c) Promotion of support of the war by any form of propaganda such as posters, chapel announcements, speakers, material in school publications, and the like.
5. At the same time we shall continue to cultivate a warm spirit of loyalty to our country, and a Christian patriotism which leads to devotion to the highest welfare of the land, and which we believe will lead to the finest possible contribution of our nation to the welfare of the entire world. We are devoted to the constitution and the democratic traditions and institutions of our country, and shall continue to cultivate respect for and loyalty to our democratic heritage, and a desire to improve and strengthen it.
6. We propose to set up a training program for prospective workers in relief and reconstruction service, both at home and abroad, which can be offered to conscientious objectors who are willing to volunteer for service, provided arrangements can be made with Selective Service whereby men in such training can be assigned to such service either before or after induction into Civilian Public Service.
7. We appreciate the freedom of conscience vouchsafed us by our government, and we suggest that each college make its position known to its students and constituency and to the government agencies involved, with a view to better understanding and greater appreciation of our position in order that good relations with the government and our communities may be maintained and our peace testimony as well as our general witness may be more effective.
8. We anticipate that the position we are taking may bring heavier burdens upon our colleges, than in peace time, and therefore solicit from our churches increased support in counsel, in finance, and in prayer, that we may continue to serve well our young people and our churches, and may increase rather than reduce our usefulness.

It was moved and passed that we authorize the creation of a committee of representatives of all Mennonite colleges desiring to participate in the civilian training program, whose duty it shall be to formulate more specific plans to present to the colleges; and that we instruct this committee to work with and through the Mennonite Central Committee and the National Service Board for Religious Objectors in arranging for the Program. This committee shall be known as the Committee for Civilian Service Training in Mennonite colleges

MENNONITE COLLEGES

Bethel College, North Newton, Kansas

Ed. G. Kaufman, President, P. S. Goertz, Dean

Bluffton College, Bluffton, Ohio

L. L. Ramseyer, President, J. S. Schultz, Dean

Freeman Junior College, Freeman, South Dakota

J. D. Unruh, President, B. P. Waltner, Dean

Goshen College, Goshen, Indiana

E. E. Miller, President, H. S. Bender, Dean

Hesston College, Hesston, Kansas

Milo Kauffman, President, J. H. Koppenhaver, Personnel Director

Tabor College, Hillsboro, Kansas

P. E. Schellenberg, Actng President, A. E. Janzen, Past President

BRETHREN IN CHRIST COLLEGES

Messiah Bible College, Grantham, Pennsylvania

C. N. Hostetter, Jr., President, Jacob Kuhns, Personnel Director

Bethel College also participated in a meeting called by the North Central Association at McPherson College on October 31, 1942, the purpose of which was "to discuss the place of the liberal arts college in the present national emergency."³² Eight members of the Bethel College faculty attended this meeting. A resolution of the State Educational Policies Commission, urged that during the war emergency, selected students who have achieved senior standing in high school and who in the judgment of high school and college authorities would profit from a year in college before being drafted, be admitted to college and at the end of one successful year be given a high school diploma as well as one year credit toward the A.B. degree.³³ Its purpose was to give prospective draftees an opportunity to acquire greater poise and stability in the new situations in which the draft would place them. Several students availed themselves of this privilege at Bethel College, though the matter of proper articulation with high schools did not always prove an easy one.

3. *Effects of the War.*—The President's report referred to above (1941-42) points out the effects of the war upon Bethel College thus: Five staff members on leave; difficulty in finding supervisors for the work program; unbalancing of the ratio between men and women students; diminished attendance—there were forty-two students less than during the preceding year—and a relatively smaller contingent of non-Mennonite students. The constituency was urged to encourage its young people to attend a Mennonite college in order to be better prepared for the troublous times ahead. The report also cautions against becoming suspicious and hypercritical, and pleads for understanding and prayerful support. "There is no greater problem than unity facing the church and the college at the present time."³⁴ The alacrity of the administration and its readiness to take the constituency unreservedly into its confidence

were the best guarantees that, under the blessing of God, Bethel College would be able to weather the storm.

In an editorial in the *Bethel College Monthly* later in the year, President Kaufman summarizes the effects of the war upon Bethel College so far as follows: (1) It has affected the teaching schedule. (2) It has reduced the enrollment. (3) The students are restless and face the future with a great deal of uncertainty. (4) Students are rethinking their position as members of a peace church. (5) The constituency is not failing us. The editorial ends with this hopeful note: "Yes, the war has done things to us and the end is not yet. But if we come out of it purged and chastened and refined as a result of the evil times that have befallen us, then a greater Bethel lies ahead."³⁵

4. *The Civilian Public Service.*—Rather complete information is available regarding students who accepted the alternative service of the Civilian Public Service camps. A total of 144 Bethel College students and ex-students had entered this service by June, 1946. Thirty-six of these were graduates. These figures do not include a number of women students, married and single, who rendered valuable services in these camps as matrons, nurses, dieticians, etc.

The Civilian Public Service program offered a great variety of services to its entrants. Bethel College students were found in practically all the different phases of the work, and served generally satisfactorily and in many cases with distinction in the tasks assigned them. Positions of general director of the camps, regional director, camp director, educational director, hospital physician, laboratory technician, office secretary, mental hospital attendant, "guinea pig," public health unit, smoke jumper, forestry service, irrigation and water supply, soil conservation, experimental farm, dairy tester, and coast and geodetic survey, such tasks gave Bethel College students an opportunity to test the training and discipline received in college. Among these positions there were some that carried great responsibility, and also some that involved considerable danger.

In this variety of services in a new environment, college training, even if only partly completed, generally proved a definite asset. The college student could evaluate his experiences better; he could make better use of his leisure time; he could more easily adapt himself to new situations; he was better prepared to assume positions of responsibility; and in general his college training helped to give him poise and added significance to his camp experiences. New social adjustments had to be made; many new contacts were made, that made for a better understanding and a greater tolerance of the "other fellow's" attitude; and in general, the camp experiences had a "humanizing" effect in bringing the men down from the often theoretical plane of college study to the plane of practical, everyday living, among, at times, rather trying conditions.

Another type of work in which Bethel College students were active

during and continued active after the war was relief. Here, too, Bethel College graduates occupied positions of leadership and rendered distinguished service. This work also assumed a variety of forms and wide geographical distribution. Bethel College faculty members and students were engaged in relief work in England, France, Italy, Holland, Belgium, Germany, China, India, South America, and in Puerto Rico. The work done in Europe was mainly food and clothing distribution and reconstruction work; i.e., rehabilitation of war sufferers. In India and China it was largely famine relief. In Paraguay several Bethel College alumni, who had earned medical degrees, spent some years giving medical relief. In Puerto Rico the work had as its main objective helping the poorer classes, who for centuries had suffered neglect and oppression. This work covers every phase of the life of the common people, including sanitation, medical services, and social and economic betterment. The spirit underlying all this work was the spirit of Christian love; the religious and spiritual side was constantly kept in the foreground.

This relief work has given many of the young men greater visions of service; it has revealed to them open doors, previously unknown or unsuspected; it has had an important influence in giving more definite aim and purpose to their lives. It opened up avenues of further service in which they can put their college training to excellent use, in devoting a part or all of their lives to the uplift and advancement of unfortunate or neglected segments of mankind.

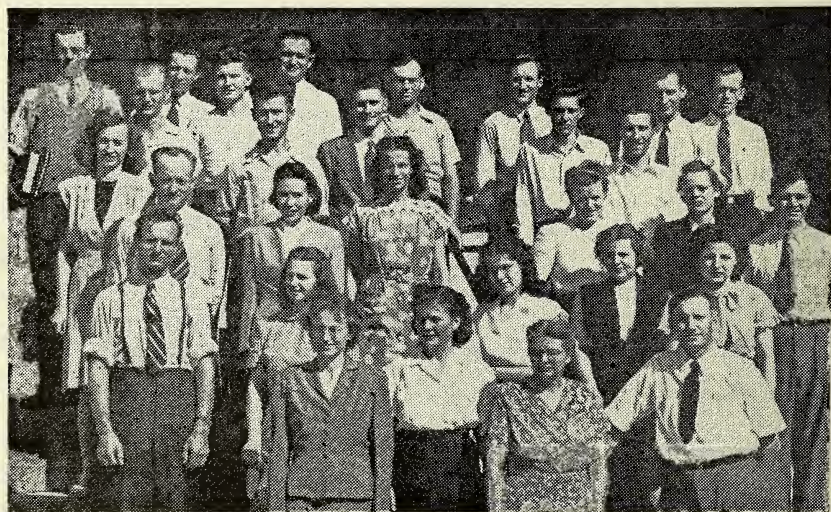
5. *Post-War Adjustments.*—The close of the war brought many difficult problems to the colleges of the country, Bethel College being no exception. The inrush of students taxed every phase of college life and activity to, and beyond, capacity. Housing, instruction, library, and laboratory facilities, curriculum and extracurricular activities, all presented more or less serious situations. Fortunately Bethel College had looked and planned ahead. Housing facilities were increased by a number of barracks for single men, and trailer houses and "homettes" to accommodate married students.

The curriculum had been revised during the war years, and faculty had been strengthened, and action had been taken regulating inter-collegiate activities. Bethel College could thus meet the onrush not entirely without disturbance, but nevertheless without too great a shock. The enrollment at the opening of the first school year after the close of the war was more than double that during the war years. Three phases of the post war attendance are noteworthy. One is the very great increase in the number of men students, this number very considerably exceeding that of women students. One hundred and thirty of the men had been in some branch of the service.³⁶ The other two phases were the marked increase in the number of married students, and in the relatively large number of foreign students.

This increase in the number of foreign students was in part the result of a visit to Europe right after the war by President Kaufman of Bethel College and President Miller of Goshen College in the interest of student exchange. As a result of this trip twenty-five students were brought from Europe to the United States and entered Mennonite colleges. Eight of this group, six from Holland and one each from Italy and France, entered Bethel College. In addition there was a large contingent from



FOREIGN STUDENTS, 1947.—Leo Beck, Francisca Santos, Albert Roland, Lydia Santos, Jahnke Van Wyland, Henk Enns, Ivo Malan, Jeanne Craandijk, Purin Banwar.



CANADIAN STUDENTS, 1947-48.—Peter Wiebe, Helmuth Dyck, Peter Klassen, George Unger, Ferdinand Ediger, Jacob Stobbe, George Poettcker, Henry H. Epp, Paul Boschman, William Klassen, Curtis Jahnke, Ruth Jahnke, William Unger, Jacob Andres, Henry Epp, Mrs. Henry Epp, Margaret Jahnke, Helen Kornelson, Mrs. David Neufeld, David Neufeld, David Janzen, Irma Jahnke, Tillie Friesen, Annie G. Dyck, Anne Dyck, Pauline Jahnke, Lena Unger, Mrs. John Loewen, John Loewen.

Canada. India and Puerto Rico were also represented. The number of foreign students totaled twenty-five. This was the beginning of what was hoped would prove a means to a better understanding between Mennonite schools in this country and of greater harmony and greater mutual confidence between the Mennonites of the world. The plan is being continued and gives good promise of achieving a useful purpose.

The attendance by European Mennonite students at American Mennonite colleges has its counterpart in the visits of American Mennonite students to European countries. Such visits were made by students of Bethel College and other Mennonite colleges beginning in the summer of 1947 and every summer since. They serve not only the purposes of travel, but the students also take an active part in reconstruction work in war-devastated countries of Europe or spend a few weeks of study at some European university.

The problem of fitting the men who had been in the service into the academic setup was a difficult one. Evidently the existing mechanical standards for admission or for advanced standing could not or should not be rigidly applied in these cases. Unlike the policy followed after the First World War, the educational institutions of the country were unanimous in the position that no blanket credit should be given for services rendered under the provision of the law governing the military or the C.P.S. establishments.

For the men in the regular service the problem was adjusted on the high school level by the High School General Educational Development Tests of the American Council of Education. These tests entitled the examinee to a certificate of equivalency by which his qualifications for admission could be evaluated. By similar tests on the college level the prospective student could obtain a rating on the college level. It may be added parenthetically, that these tests were open to others than GI's, and in so far as they were taken by others, the results would seem to indicate the desirability of a change in our methods of admission to college, as well as in the determination of a student's advanced standing from former mechanical to less mechanical standards.

The evaluation of the educational work done at the C.P.S. camps was not so simple. Regular classes were organized in several of the Mennonite administered camps, and taught by properly qualified instructors. A "Committee on Evaluation of Educational Experiences in the Civilian Public Service Camps" was appointed jointly by the Mennonite Central Committee and the Council of Mennonite and Affiliated Colleges. This committee drew up a plan for linking up the work done in these classes with the colleges which held membership in the Council of Mennonite and Affiliated Colleges. At the conclusion of a course, a full report was issued, including a description of the course, registration in the course, qualification of instructors, class personnel, and a recommendation stating

the amount of credit to which the course was considered equivalent, and the title of the course. Acceptance, modification, or rejection of the recommendation was left to the individual institution. These procedures furnished at least a partial recompense for the time lost to the men who had been compelled to interrupt their formal education because of the war.

The question may well be asked to what extent should a crisis like the war fundamentally affect positively Christian institutions? In how far must they trim their sails to the prevailing winds? Or do they have compass and rudder to guide them safely through even the severest storms? If "founded upon a rock" and not upon sand (Matthew 7:24-27), the winds and rains and floods will not cause them to fall. The quality and firmness of faith, and the vision which characterized the founders, if preserved by their descendants, can be depended upon to enable Bethel College to continue to weather the severest storms.

D. The Kauffman Museum

Reference to a "museum" at Bethel College has been made in earlier pages of this book; and some rather spasmodic attempts to build it up described. Doubtless, the financial circumstance in which Bethel College found itself throughout its history was one reason for the failure to build up a real museum earlier; but perhaps equally important were the vague and indefinite ideas regarding the nature and significance of a museum from an educational and cultural point of view. The unusual, the odd, the freakish, these are the things that are most apt to attract the attention of, and be remembered by, the casual visitor to a museum. Interesting as such things may appear, and not without value, a museum is nevertheless not just an old curiosity shop. Properly labelled and displayed, its collections can tell something of the story of human progress; of differences in the habits and cultures of peoples. It can bring together materials for study and examination that would forever remain inaccessible to multitudes of people. By proper classification and arrangement it can reveal relationships and meanings that can be determined only by close study, by careful examination and comparisons. It, too, can have an appeal to the aesthetic and thus become a source of much pleasure and satisfaction. It can thus be made an assemblage of materials of great human interest and value.

1. *The Museum Purpose.*—Perhaps the purpose or significance of a museum is best expressed in the words of Curator Charles J. Kauffman of the Bethel College Museum in his address on "The Soul of a Museum," delivered at the formal opening of the Bethel College Museum on March 10, 1941.³⁷ It is not merely a "mechanical collection and classification of lifeless material," not just a "storehouse for factual material." It is: (1) "an opportunity for learning and information, (2) an opportunity for fellowship in its most universal sense, (3) a place of inspiration, and

(4) it is to help bring about a greater appreciation and understanding of a wonderful creation and a wonderful Creator."³⁸

The building up of a museum calls for expert knowledge, the exercise of discriminating judgment, and an appreciation of certain values that are not always obvious. Bethel College had lacked in the past faculty members with the "museum instinct." The constituency, too, lacked appreciation of the cultural value of many things in their midst and their significance for future generations.

It was for such reasons that the Bethel College Museum remained unhonored and unsung for most of the first fifty years. Nevertheless, some valuable articles having come into possession of the museum, some feeble efforts had been made to organize it on a more scientific basis. In 1912 P. J. Wedel had been appointed curator of the Museum. He continued in that capacity until 1917 and was succeeded in 1918 by J. H. Doell who held the post until 1924. Heavy teaching schedules, lack of specialized training, and failure to provide adequate facilities had prevented much progress in museum organization during these years; and for some years the Museum was forgotten, except for a brief mention in the annual catalog.

There was much material in these collections too valuable to be relegated to oblivion or eventually perhaps consigned to the scrap pile. Unless properly displayed and cared for, this material would serve no useful purpose. It was high time that something were done about the Museum. With the accession of Ed. G. Kaufman to the presidency of Bethel College a new day began to dawn for the Museum collections. The reorganization of the Museum began in 1932-33. Five rooms on the west side of the Science Hall basement were set aside for museum purposes. A committee, with A. Warkentin as chairman, was appointed to bring order into a rather chaotic state of museum affairs. Alumni Hall, which had served as gymnasium since 1914, was vacated by the completion of Memorial Hall and became available for other purposes. The single large floor, together with the several smaller rooms, offered almost ideal facilities for museum purposes, including a large display room for exhibits, a work shop, and an office. The building could hardly be put to better use.

2. *Acquisition of the Kauffman Museum.*—There appeared a possibility, perhaps only remote at first, of acquiring the "Kauffman Museum" located near Freeman, South Dakota, for Bethel College since suitable facilities could be provided for properly housing it. The "Kauffman Museum" was a private collection, covering quite a wide field, especially in natural history, Sioux Indian culture, and the pioneer life of the Menonite immigrants of 1874. Begun in a small way by Mr. Charles J. Kauffman, the collections had grown until the "Kauffman Museum" had received wide recognition.

Kauffman was farmer and schoolteacher by profession. He was endowed with a deep sense of appreciation for the beautiful and the ability to express this in a variety of ways—painting, wood carving, and the preservation of wild life through the art of taxidermy. His collections having been housed temporarily at his home, the time had arrived to begin thinking of a permanent home for the Museum. Negotiations were begun by Ed. G. Kaufman with the owner; and when the matter was submitted to the Bethel College board of directors, it sent a committee from its own midst to South Dakota for further investigation.³⁹ As a result, President Kaufman was authorized to proceed with negotiations for the acquisition of the "Kauffman Museum."⁴⁰ During the following year the negotiations were completed and the "Kauffman Museum" became the property of Bethel College on the following terms: "(1) Bethel College moves the Museum at its own expense. (2) The College is to provide adequate housing for it. (3) It is to retain the name 'Kauffman Museum.' " (4) Mr. Kauffman was to become a member of the Bethel College staff and serve as curator of the Museum. Other minor stipulations were included in the agreement.⁴¹ The Museum was a donation by Mr. and Mrs. Kauffman to Bethel College. It was a very valuable acquisition.

The collections were moved in the summer of 1940. Alumni Hall had been especially fitted up for display purposes by building a gallery along the east, south, and west walls, thus very considerably increasing the floor space for museum use. Previous collections of Bethel College were fitted into the display. The whole now presents an attractive, well-organized, properly labelled exhibit. The Museum was opened to the public on March 10, 1941, with appropriate dedicatory exercises, consisting of the following program:

The Beginnings of the Museum.....	P. J. Wedel
Our Mennonite Historical Library and Archives.....	Abr. Warkentin
The Soul of the Museum.....	Charles J. Kauffman
Formal Opening of the Museum.....	Officers of the Board

3. *The Museum Collections.*—Space will not permit much detailed description of the exhibits, but a general description with some detail concerning more important items will give the reader some idea of this important addition to the Bethel College facilities.

In front of the entrance on either side is placed a threshing stone, reminiscent of the primitive agricultural methods of our European forebears. The threshing stone was adopted as the official symbol of Bethel College on November 16, 1934. It is peculiarly fitting as such a symbol, not only for Bethel College but for the Mennonite church as a whole. The following pertinent points are gleaned from a description of the exercises which took place on the occasion above referred to:⁴²

Its appropriateness lies in the similarity of the laborious process involved

in this method of separating the grain from the straw. The manner in which these threshing stones were used will be of interest to the reader, who knows only of modern methods of threshing. The threshing floor was first prepared by moistening the ground and tamping it down to a smooth, hard surface. The cut grain was then spread on the ground and the stone drawn over it in a kind of spiral by a team of oxen or horses for a time. The grain was then turned and the stone again drawn over it. This was repeated until the grain was shaken or beaten out of the heads. The straw was then shaken with a fork—generally wooden—thus separating the grain and chaff from the straw, and the grain and chaff piled up in the center. More grain was spread on the threshing floor and the process repeated. The mixture of grain and chaff was thrown into the air—also mostly with wooden shovels—the wind blowing the chaff away, leaving the separated grain. This laborious process was continued as long as necessary.

For Bethel College the stone appropriately symbolizes: (1) The Pioneering Spirit—Bethel College is the pioneer Mennonite institution of higher learning in America. (2) Simplicity of Life—Bethel College stresses the simple life. (3) Faith and Stability—Bethel College was built upon faith by its founders and has weathered the storms of more than sixty years. (4) Solidity of Character—Bethel College is striving to develop sound Christian character.



THRESHING STONE

Both the stones in front of the Museum were made in this country and were actually used for threshing grain during the early pioneer years. One was made for H. Richert of the Alexanderwohl community. It passed from him into the possession of C. H. Wedel, his son-in-law. For a time it sat in an upright position in front of the Wedel residence. When J. R. Thierstein purchased the property, the stone came into his possession. It was donated by him to Bethel College. The history of the other stone is obscure. After passing through several different hands, it came into possession of the R. A. Goerz family, who presented it to the Museum.

The Museum collections are displayed under three major divisions: (1) Cultural History, (2) Art, and (3) Natural History. These in turn

are broken down into departments and sections. The accession record of the Museum contains at present about 4,000 entries. An entry does not necessarily represent an individual item or article. Entries such as coins, stamps, some types of Indian relics, and others include in some cases a large number of individual articles. The record covers the following items, so far as they are known: (1) Date of donation; (2) Source of donation; (3) Method, whether gift, loan or purchase; (4) Description of article; (5) Serial Number of article; (6) Classification.

4. *Cultural and Historical*.—As you enter the room in which are displayed the exhibits the most striking feature is an airplane suspended in the open space between the first and second floors of the Museum. The plane was donated to the Bethel College Museum by the Waltner brothers, Alvin, Felix, and Harold, of Freeman, South Dakota. It is a Lincoln-Page Model purchased in 1927 and is one of the first if not the first airplane, at least so far as is known, owned and flown by Mennonites in this country. It is still in flying condition.

Directing our attention now to the other exhibits, there is on the right a display of musical instruments, including the old European pipe organ, acquired by ancestors of the van der Smissen family in about 1770 and brought to America when Carl Justus van der Smissen came to America to serve as head of the Wadsworth school. When this institution was discontinued much of the library and this organ were transferred to Bethel College by the van der Smissen family. Hence this organ is very valuable. There is also an organ made by the Kansas Organ Company of Leavenworth, Kansas, the only organ of that firm still extant, so far as known; a grand roller organ; a piano at least seventy-five years old; a pianola for playing records on the piano; and a set of graphophones, showing the development of the talking machine. These instruments are in good repair and usable in most cases. A framed copy of the "First Prayer in Congress" by the Rev. J. Duche as found in Thatcher's *Military Journal* of December, 1777, should not pass unnoticed by the visitor.

Displayed on shelves and in cases along the west wall is a miscellaneous assortment of old books, household articles, etc., used in the early homes, brought from Russia or Germany and used in this country. Flat irons, waffle irons, candle molds, a bread cutter, a wooden bread plate, old kerosene lamps, early radios, typewriters dating back to 1866, and many quaint-looking articles used in the homes of Russia and in the early years in America are on display here.

In the southwest corner of the room, against a background of forest, stream, and vegetation, stands a Sioux Indian wigwam. At the side of the entrance stands the warrior, bow in one hand and tomahawk in the other; the squaw standing in the entrance, and the little papoose resting in a bamboo and rawhide cradle fastened to the side of the wigwam near

the entrance complete the picture of a primitive Sioux Indian home. The figures are all carved to life size by Kauffman's skillful hands and are clothed in native Sioux costumes.

Coming back the same aisle, but now facing east, we find a row of showcases. Beginning at the south end are three cases containing many articles illustrating Indian cultures. Household utensils, wearing apparel, idols, weapons, etc., give one a fair picture of South Dakota Sioux Indian culture. Other cases contain articles characteristic of southwest Indian cultures, mostly of Hopi, Cheyenne, and Aztec origin. The case of Sioux Indian relics is a part of the Kauffman collection. The case of Cheyenne Indian relics was donated by missionary G. A. Linscheid.

The next three cases in this row contain displays of articles from Europe and from early Mennonite pioneer days in this country. Here a wealth of material is displayed, illustrative of every phase of domestic life of the time. Wearing apparel, ladies' headwear, fine handwork, gloves, shoes—including wooden sole and woven bark samples—table ware, kitchen and dining room utensils, toilet articles, watches, tobacco pipes, etc., are displayed here. Among the latter are several of the longstemmed, porcelain bowled German student pipes, one of which bears the inscription:

"Vieler Dinge schaemt sich der Mensch auf Erden;
Am meisten aber schaemt er sich besser zu werden."

Freely translated:

Of many things man is ashamed on earth;
But most of all to better his worth.

The articles came mostly from Russia, Germany, and Switzerland, though occasional articles from other European countries are found.

To the left of the main entrance is a handmade, foot-powered turning lathe, and several handmade mangles, all dating back to early pioneer days. Passing on to the east wall, we find a collection of guns and other weapons on display. Among these is a rifle dating back to 1852, one inscribed "Harper's Ferry" and one found on the Gettysburg battlefield. A flint lock, a Chinese matchlock, and breech and muzzle loaders of early vintage, besides a small collection of minor weapons and accessories, are included in the display.

On the west side of the east aisle, we find several automobiles of early makes. A very valuable "Black" dating back to the first years of the present century, with solid rubber tires, a 1906 model "Brush," a 1911 model "Cutting," and a "Model T Ford," all of them ready to run under their own power. An old coach, and old canopy top surrey of about 1880, several high-wheeled bicycles of the last quarter of the nineteenth century, a swell body cutter bought in 1870 with foot warmer and jingle bells on the bay horse, a baby buggy of 1853 with wooden wheels, wooden springs, and original upholstery form some of the more interesting items of this exhibit.

a) *Exhibits From Mennonite Mission Fields.*—In the hollow rectangle formed by the showcases in the center of the floor are displayed articles from the various mission fields in which General Conference Mennonites have been active. Wearing apparel, household utensils, musical instruments, ornamental needlework, weapons, ornaments, objects used in religious worship, etc., from India, China, and Africa are on display here; also some articles from the Holy Land. A Hindu lady of high rank, a Chinese bride, both dressed in native costume, embellished with exquisitely wrought needlework, and a lower class Chinese woman dressed to go marketing with Chinese shopping bag and purse stand out prominently in life size representation at the south end of the exhibit. In the hollow of the rectangle is placed the model of the Leper Asylum in Champa, India, founded by missionary P. A. Penner, one of the largest institutions of its kind in India. The homes of the patients, of the caretakers, and of the teachers, the clinic, the church, etc., are all shown in relative position and made to scale.

Much credit is due the missionaries, most of them former students of Bethel College, not only for the many fine donations, but also for their assistance in arranging the museum display, indicative of the cultures of various peoples. In addition to the names already mentioned, the display labels carry the names of H. R. Voth and S. S. Haury,⁴³; P. J. Wiens, P. W. Penner, and Paul Wenger,⁴⁴; H. J. Brown, Aganetha Fast, Marie J. Regier, Sam J. Goering, and Ed. G. Kaufman,⁴⁵; H. F. Toews,⁴⁶ and others.

The remainder of the hollow rectangle is occupied by old sewing machines, the oldest dating back to 1854; by spinning wheels, some from Russia, one from Norway, and one large American Colonial spinning wheel. Yarn reels and old-fashioned butter churns of several types are also found here. At the south end of the main floor are found handmade plows, a carpenter's bench, old-fashioned carpenter's tools, cradles used in cutting grain, several human shoulder yokes used to carry water buckets, etc. At the north end of the main floor are some old communion sets, and a collection of coins, currency and postage stamps. The coin collection includes coins from many European countries, as well as North America, South America, China, India, and the Middle East. Some of the coins outdate the Christian era.

b. *A Pioneer Mennonite Home.*—Doubtless of greatest interest to most of the visitors is the log cabin located in the southeast corner of the first floor of the museum. Dating back to about 1875, it is typical of many of the homes of the early pioneers both in external appearance and in its interior furnishings. As one approaches it, attention is at once drawn to the closely fitted logs, the thatch roof and the dug well in front with its rope and pulley and

"The old oaken bucket, the iron bound bucket,
The moss-covered bucket, that hung in the well."

The "latchstring" is out and as we pull it and push the door open, we are transported into a different world, as it were, the world of our grandfathers and grandmothers. The scene that meets our eyes is suggestive of a Sunday morning of those early days. The father sits in a chair with the open Bible in his lap; the mother, dressed in her "Sunday best," sits near the baby's cradle with one hand on the cradle as if rocking it, while the baby in the cradle stares at you with wide open and wondering eyes. These figures, too, carved out of wood and to life size, are the work of Kauffman.

The clothes they wear, too, are still of their native Russia, and the furniture is handmade, as is readily evident even to the casual observer. The cabin has only one room which served the family as living room, dining room, kitchen, pantry, and bedroom. The furniture, the kitchen utensils, the table ware, and the other furnishings all date back to Russia or to early Mennonite days in this country; and many of these things look quaint or even clumsy in comparison with their modern counterparts. The white-washed walls are adorned mostly with kitchen and table utensils, which appeal more to one's sense of utility than of beauty. There are old-fashioned wall mottoes, an old weight-driven clock, an old double-barrelled muzzle loading shotgun, which did useful service to the pioneer in helping to stock his larder from the wild game of the prairies; a bed, adjustable either as a single or a double bed; a baby's cradle, its bath tub, carved out of a single log; a spinning wheel, a wooden trunk and a small cupboard. There is no stove, only a fireplace, and in one corner on a stand is the entire library of the family. A Bible, a song book without notes, and a book of devotional reading, are indicative of the intellectual and spiritual side of the home life of the family.

5. *The Fine Arts*.—Ascending the gallery which runs around the four walls of the room, we turn to the north gallery which contains the art display of the Museum. The collection, while not large, has been carefully selected and illustrates a variety of artistic workmanship. There are about thirty reproductions of well-known sculptures, such as "The Dying Gaul," the "Venus de Milo," and others.

The collection of paintings contains among others twelve paintings by Mennonite artists, Albert H. Krehbiel, Ed. Linscheid, V. Friesen, and Charles J. Kauffman. There are also pen drawings, samples of grandmother's art needlework, ornaments made of hair, feathers, horns, etc., illustrating different skills in handmade art. Ornamental taxidermy is represented by the use of horns, hoofs, furs, etc., for stands, chairs, rugs, etc.

There are also several reproductions in the form of wood carvings by Kauffman of well-known pictures. Among them are: "The Doctor"; the "Boy and Dog"; and the "Spiral Stairway" representing a flock of geese, spiralling around as they alight on a placid lake, nestling in the bosom

of the mountains; the well-known picture of General George Washington on his white horse; an old covered mover's wagon drawn by a pair of oxen, mother and daughter sitting in the wagon, father and son and dog walking alongside, a scene not unfamiliar in early pioneer days; old wall mottoes and finely decorated chinaware from many lands complete the picture.

6. *Natural History Collections.*—Turning to the west gallery we come to the natural history section of the Museum. Here the most conspicuous feature is the display of mounted birds, consisting of about 400 species



VISITING THE KAUFFMAN MUSEUM

of native and about 100 species of foreign birds. These are mostly displayed by species in individual cases, containing both male and female of the species placed against a painted background of their natural surroundings. The collection includes a few rare specimens; among these may be mentioned a passenger pigeon, now extinct, hence very valuable, a whooping crane, a pair of black swans, an Eskimo curlew (probably extinct). A collection of South American birds was added to the

Museum through the cooperation of Dr. A. M. Lohrentz and friends in South America.

In addition to the above the collection includes sixty-five mammals, some reptiles (including a python from India, twenty-seven feet in length), fishes, crustaceans, about 100 species of mollusks (shells), butterflies, starfish, corals, etc. A few specimens of "Albinos" are included in the bird and mammal collection, and are of unusual interest.

The mineral collection consists of several hundred specimens including a donation of ninety-two rocks and minerals, some of them of exceptional interest, by the Smithsonian Institution, Washington, D. C. There is a representative collection of rocks and minerals of economic importance; other specimens illustrate geological principles and processes; others are of interest because of their beauty of form or color. A small collection of fluorescent minerals never fails to arouse the admiration of the visitors. A small collection of fossils will demonstrate to the visitor how nature preserves the records of the past. The samples of volcanic materials, though now only cold and hard rock, still preserve many of the characteristics of their originally molten condition.

The visitor to the Bethel College Museum will find himself well repaid for the few hours required to really "go through the Museum."

E. The Mennonite Archives and Historical Library

Research within a group is born where self-reflection begins. In the days of persecution, pioneering in new countries, economic hardships and religious strife there was little leisure for this phase of work among Mennonites. There was some interest in producing books of devotion, of doctrinal assertions, etc., but little in objective research.

1. *Background*.—The roots of Mennonite research lie in Europe, first some 150 years ago in Holland, later also in Germany and Russia. The Mennonites coming to America from Switzerland to Pennsylvania some 200 years ago had little leisure to produce literature of any sort nor a tradition along this line as did the Dutch who took it to Russia and from there transplanted it to the prairie states in America. Christopher Dock and Heinrich Funk were the only Mennonite writers in eastern America before 1800.

A new beginning among American Mennonites in research was made by C. H. Wedel, the first president of Bethel College, when he started to publish his four volume *Abriss Der Geschichte der Mennoniten* (1900-1904). This was the most detailed Mennonite history so far published in America and was based on scholarly research of printed material and personal investigations in Holland, Prussia and Russia. Wedel made Bethel the first Mennonite research center in America. Goshen College and Bluffton College later also followed and have made substantial con-

tributions in this area. After C. H. Wedel, Mennonite research at Bethel was rather quiescent for some time. C. Krahn writes:⁴⁷

At the "Western Front," that is at Bethel, it was rather quiet from the days of C. H. Wedel until Ed. G. Kaufman took over the presidency. Museum and historical collection rested undisturbed. No major contributions in the realm of research can be found in the College publications nor by faculty members otherwise. There was no person nor organization that could be pointed out as devoting considerable time and effort to this cause. Changes came during Ed. G. Kaufman's administration, gradually and steadily. A. Warkentin was given the opportunity to start a separate historical library, to collect and purchase books. What was more important was that Kaufman encouraged faculty members taking advanced degrees to work in a field related to the Mennonites. The establishment of the Kauffman Museum was another milestone in the development of a college that is aware of its heritage and its significance. There is no other institution like it. The coming into being of *Mennonite Life*, which in a way is a continuation of what C. H. Wedel and his faculty had started in the *Bethel College Monthly*, must be listed as a definite move to revive a good tradition, to extend the educational process beyond the classroom and encourage Mennonite research. The Menno Simons Lectureship is another milestone in the history of Mennonite research. Making ample provision for the historical library and archives in the new library is proof that Bethel considers them an integral part of its educational system.

During the last few years at least a dozen persons, some of our own faculty members, have used the facilities of the Bethel College Historical Library as their main source for the writing of dissertations required for higher degrees. Students often come with a worried look asking whether there is any information in our library on a certain subject for a term paper and leave sometimes even more worried because there is so much of it and it would take so long to investigate all of it. Numerous inquiries from all parts of America and even Europe are received weekly asking for information necessary for some research. Through the annual reports on "Mennonite Bibliography," etc., in *Mennonite Life*, we have already a large network of service which holds almost unlimited possibilities if consistently followed through and advanced.

Our historical library had 1,130 cataloged books on January 1, 1940. Today the total of Mennonite books exceeds the 10,000 mark not counting annual and periodical publications. We receive some 200 weekly, monthly and quarterly Mennonite publications which are bound and made available for research. The library is obtaining very valuable microfilms from some of the European libraries. When this microfilming project will be completed, copies will be offered to such research centers as the Library of Congress and university libraries. The Bethel College Library is being supported in this and other projects by the Mennonite Historical Committee of the General Conference Mennonite Church.

With the reorganization of the Museum by Warkentin, the collections were classified into three major divisions: (1) Natural history, (2) Kansas history, and (3) Mennonite history. Warkentin's interest being confined almost entirely to Mennonite history, he at once began gathering pertinent material. This material, much of it of great value, was scattered widely throughout the constituency, but Warkentin's efforts to bring it together met with fine success, and as a result a good beginning was made with the collection of Mennonite archives at Bethel College. In 1944 following the resignation of Warkentin, C. Krahn was placed in

charge of the Historical Library. He is exceptionally well fitted by both training and experience for this position. Under his capable direction the archives at Bethel College have now accumulated much highly valuable and important material pertaining to Mennonite history.

The Historical Library occupies the major part of the ground floor of the new library building. The cataloging of books in the Historical Library was started March 30, 1937, by Mrs. P. S. Goertz who, after a number of years, was succeeded by other part-time assistants. The major divisions of the Historical Library now are: books, periodicals, archives, microfilms, photographs and works of art, slides, and the publication of *Mennonite Life*.

2. *Books and Periodicals*.—In the book division it is the aim to obtain every printed book and pamphlet dealing to some extent with Mennonites everywhere. Possibly best represented are the Mennonites of Dutch-Prussian-Russian background. Some very valuable 16th and 17th century rare books pertaining to the Anabaptists, including also several hundred Bibles, among them some Froschauer (1536) and Biestkens editions, have been secured as well as numerous pamphlets pertaining to the Dutch and German Mennonites of later centuries. In the periodical division the aim is to collect every Mennonite periodical of the past and present. About two hundred Mennonite publications are being recieved. As soon as sets are completed, they are also bound.

3. *Archives*.—In the archives large collections have been obtained in recent years, including the collections of Cornelius Janzen, H. P. Krehbiel, H. R. Voth, Christian Krehbiel, C. E. Krehbiel, P. H. Richert, David Harder, C. H. Wedel, J. H. Janzen, A. A. Friesen, S. F. Sprunger, Rodolphe Petter, Dietrich Gaeddert, G. N. Harms, Leonhard Sudermann, B. Warkentin, David Goerz, J. W. Kliewer, and many others. Some of these collections are being housed as special memorial units in the new library and vault. The Mennonite Historical Society holdings, collected by H. R. Voth, H. P. Krehbiel and others, were turned over to the Bethel College Historical Library. By action of the Historical Committee of the General Conference the Bethel College Historical Library has been designated a repository of these and other General Conference holdings.

4. *Microfilms, Photographs and Slides*.—In the microfilming division it is the aim to microfilm all church records and rare documents of which there are no duplicate copies available and which are in danger of deterioration or destruction. This project is not restricted to the American Mennonite communities and national libraries, but is also being carried out in Europe. The largest Mennonite collection, the Mennonite archives of Amsterdam, have been microfilmed, as well as many other European depositories of Anabaptist documents. The new library has a special room for this large microfilm collection and the microfilm reader.

The photograph and art division is of particular value for the production of *Mennonite Life*. Many drawers full of photographs running into the thousands have been collected and should be classified and alphabetically arranged. Numerous works of art produced by Mennonite artists of America, Europe, and South America have been collected. Many more should be added. They are on display in a special room in the Bethel College Historical Library.

The slide collection includes pictures of Mennonites of the present and past, their culture, life and institutions as they have been and are in all the lands where they have settled. Many of the slides have been compiled into sets or units on Mennonites in Switzerland, Holland, Germany, Russia, North and South America. Lecture guides to be used in connection with these slide sets are available in most cases. Specialized slide sets giving certain phases of Mennonite interest, such as peace, relief, education, and missions, have also been compiled.

5. *Mennonite Life*.—The publication of *Mennonite Life* was a new venture not only for a college which seeks new avenues to extend the educational process beyond the classroom and to cultivate a better understanding of the Mennonite culture, heritage and mission but also in Mennonite publication endeavors as such. It was created by a special executive board, and a staff of editors and is published by the College "in the interest of the best in the religious, social and economic phases of Mennonite culture."

The first two issues appeared in 1946 after which *Mennonite Life* appeared as a 48-page illustrated quarterly magazine featuring the Mennonites the world over regardless of time, country or conference affiliation. Not only is this inclusiveness unique but also the standard, and quality attained by a popular magazine with a limited circulation. On its pages are found features pertaining to Mennonite communities, institutions, biographies, events, and principles. Four thousand copies of every issue are being printed of which three thousand are subscribed for. The rest are sold in bound volumes as back issues.

6. *Continuing Research*.—The number of scholars and people seeking information in the Bethel College Historical Library on and off the campus is increasing from year to year. Students are availing themselves of these sources for use in class assignments. Doctoral candidates at universities and theological seminaries are asking for information, using our books, or are coming to the campus to spend some time in research. At least a dozen Ph.D. candidates, some of them our own faculty members, have used the facilities of our library for the writing of their dissertations during the last years.

In 1951 the Social Science Research Foundation granted Bethel College \$5,000 for research which enabled C. Krahn and J. W. Fretz to



MENNONITE HISTORICAL LIBRARY—J. F. Schmidt and C. Krahn.



MENNONITE HISTORICAL LIBRARY

work on what is called *A Twentieth Century Odyssey*. This is a study of the reactions of Mennonites in South America and Canada who migrated from Russia and Europe since World War II and now find themselves in free countries. For this research Krahn spent some time in Canada and Europe and Fretz spent some time in South America where he also had an M.C.C. assignment. The material gathered, now in manuscript form to be published later, is a worth-while contribution not only to Mennonites but to social scientists everywhere.

The *Mennonite Encyclopedia*, now in the making, is another very worthwhile project. This is a cooperative undertaking by various branches of the Mennonite Church. C. Krahn serves as associate editor and others on the Bethel College staff write contributions on various subjects. The Historical Library serves as one of the resource centers for necessary research for the *Mennonite Encyclopedia*. The Historical Library holds great possibilities of service not only to the Mennonite constituency but also to mankind in general.



CHAPTER XXIV

PUBLIC RELATIONS

Public relations is a broad and inclusive term. In recent decades public relations has increasingly been recognized as a very important area for an educational institution. It is not merely a matter of publicity coupled with student and financial solicitation. Every phase of the institution is involved in public relations. In this chapter we shall limit the discussion to publicity and student solicitation, relations with other institutions and organizations, services to the constituency, the Alumni Association and other auxiliary organizations.

A. Publicity and Student Solicitation

For publicity work the Kaufman administration drafted into service board members, faculty members, individual students, student organizations, College and church publications as well as other avenues that looked promising. The part student organizations, religious and musical, have played in this respect has been described elsewhere. The services of board and faculty members were enlisted in the form of religious services and addresses in the constituent churches. Nondecision debates were given in surrounding communities and on radio programs of various sorts have been presented during the last two decades.

Beginning in 1933 the *Bethel College Monthly* was given a greater role in the publicity program of Bethel College. The staff was reorganized with D. H. Richert as editor-in-chief, Mrs. Helene Riesen Goertz as alumni editor, and J. H. Loganbill as circulation manager. Its subscription list was gradually increased from 400 to about 10,500; thus bringing Bethel College information into many more homes of the constituency.

In 1934 the *Bethel Collegian* was made a purely College publication and could thus serve the purposes of publicity to much greater advantage than as a supplement to the *Newton Kansan*. An extensive publicity campaign through College and church publications was also begun. Frequent articles dealing with the Christian college and with Christian education, and stressing the opportunities Bethel College offers in this respect appeared in the *Bethel College Bulletin*.¹ Pertinent articles from the pens of prominent General Conference Mennonite educators appeared in various issues of the *Bundesbote* dealing with the same general subject.²

Special efforts to win stronger Conference support were put forth. The Western District Conference in 1935 definitely pledged its ministers to encourage their young people to attend Bethel College.³ In the same

year the General Conference adopted the third Sunday in September as the annual day of prayer for schools and colleges.⁴ A resolution adopted by the same Conference made clear the conditions on which Conference support of educational institutions in their midst could be expected. The resolution encouraged our Mennonite colleges to make education thoroughly Christian, based on biblical faith in Christ leading to a definite Christian experience expressed in Christian ideals of service.

A program of more active student solicitation was stressed beginning in the spring of 1933. A series of faculty-student interviews was arranged



WILLIS RICH

with a view to inducing a greater proportion of the students in attendance to continue their college education. Student mortality had been high in the past and attempts at remedial measures were in order. In December, 1933, the board of directors took another pertinent step by authorizing the employment of a student solicitor and by arranging for visits of representatives of Bethel College to neighboring high schools. Willis Rich joined the staff in 1934 and for many years, with the help of others, has rendered valuable service as director of public relations. His work began with student and financial solicitation.

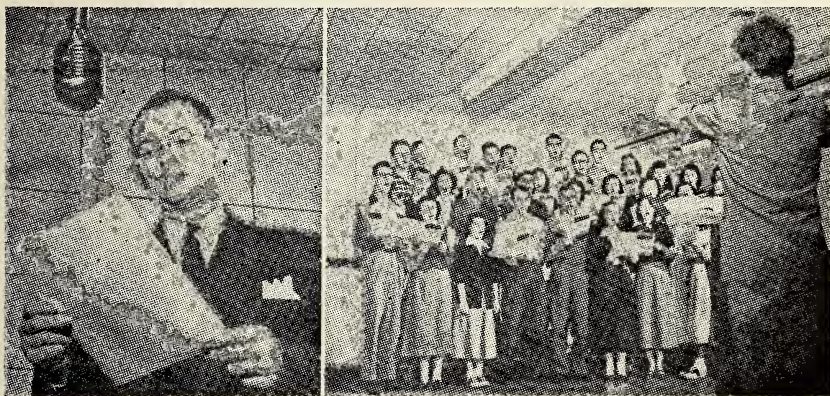
The faculties and senior classes of neighboring high schools were invited to Bethel College shortly before the close of the school year and entertained with campus tours, dinners, and musical and literary programs. The Newton High School senior class was usually given a separate invitation owing to the size of the class. In the spring of 1938, plans were worked out for a county-wide canvass for students by the students of Bethel College. The principal features of the student solicitation program were in brief: tours by the College quartet and the College chorus; programs by students, by faculty members, and by student Christian organizations of the College in high schools and churches; entertainment of high school graduates by Bethel College on the College campus; and personal visits to the homes of prospective students by representatives of the College.

The scope of the solicitation program was quite extensive. The list of names of high school seniors obtained at times numbered over 1,000. Not always were all of these contacted, but the number contacted was always large. In 1939 the field representative of Bethel College visited forty-eight churches in Kansas, Oklahoma, Nebraska, and Minnesota in his official capacity as student solicitor. The cooperation of high school principals was in general quite cordial. This aggressive policy of student solicitation brought Bethel College into keen competition with other colleges. No open clashes ever resulted, but the situation gave rise to

much earnest discussion in Bethel College administrative circles, on the ethics of student solicitation.

Accusations have at times come from within the denomination that Mennonites do not patronize their own educational institutions sufficiently. Whatever basis there may be for such a charge, it is nevertheless true, at least in this area, that their record in this respect is fully as good as that of other denominations. An article published in 1937 states that eighty-four per cent of the 350 Mennonite students in Kansas are attending Mennonite colleges, and that this is a larger per cent than for any other denomination.⁵

In 1951 a regular weekly religious radio program, "Chapel Meditations," composed of choir music and the spoken word was introduced over a Wichita station which is still on the air.



CHAPEL MEDITATIONS. Erland Waltner, W. H. Hohmann and Mennonite Singers.

B. Relations with Other Institutions and Organizations

1. *Other Colleges.*—The Kaufman administration favored closer relationship with other institutions, especially sister colleges and other church-maintained organizations. The relation between different educational institutions was not always ideal. Efforts to remedy such situations were begun early. The annual meeting of the Corporation in November, 1932, expressed itself in favor of closer cooperation between Mennonite higher schools west of the Mississippi River.⁶ The Council of Mennonite and Affiliated Colleges is discussed elsewhere.

The movement in favor of a closer relationship between church-related colleges and constituency was quite general at this time. An organization consisting of nineteen denominational colleges was formed in Kansas and Missouri, one purpose being to get church members better acquainted with their colleges. Bethel College was a member of this organization and President Kaufman a member of its executive committee. The

general plan for achieving this purpose of the organization was that ministers should stress "education" on a certain day, pointing out especially the achievements of the denominational schools and their contributions to Christian citizenship.⁷ There was little in this idea that was not already embodied in the policies of Bethel College. The organization, of course, also did much other work and has been a force for good.

Some years previous the church colleges of Kansas had formed their own organization which functioned throughout the years. In 1950 it became interested in a cooperative effort for fund solicitation from larger business firms that should be interested in all church colleges of the state. In 1952 the Kansas Foundation of Private Colleges and Universities was formed and incorporated for this purpose with Bethel College a charter member.

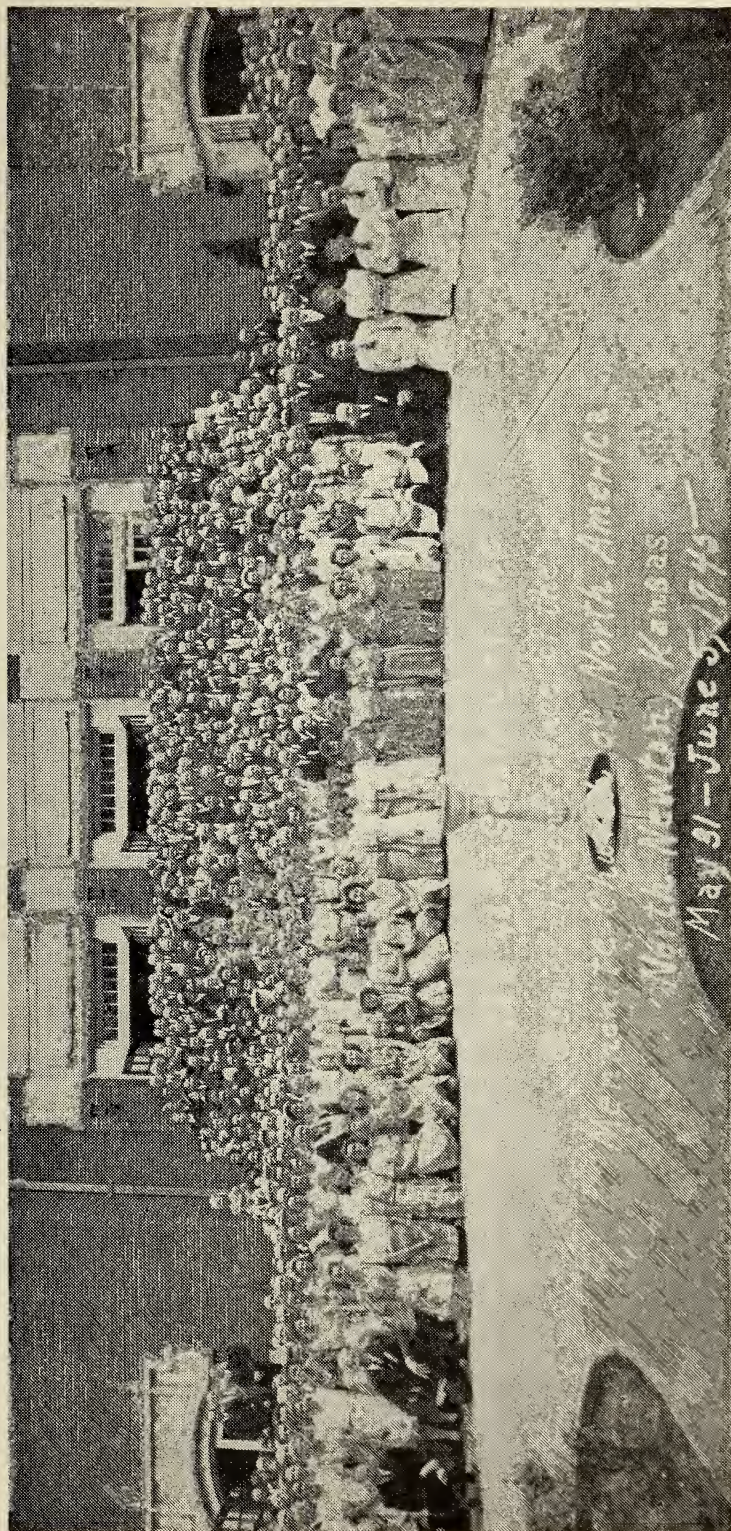
In 1935 the College board of directors expressed itself in favor of closer cooperation between the three Mennonite colleges in this area, Hesston, Tabor and Bethel.⁸ Since then an occasional program and dinner meeting with the faculties of these colleges has been held. Better understanding between institutions was also sought through visits to other colleges. Early in 1937 a group of Bethel College faculty members visited Bluffton College in Ohio, Goshen College in Indiana, Bethany College, McPherson College, Friends University and Southwestern College in Kansas, for the purpose of conferring on educational problems of mutual interest.⁹

During the war years Bethel, Sterling and Friends for some years came together for what was called "Play Day." Later the faculties of a number of colleges on highway 81 came together to consider mutual interests and problems. This has become an annual affair, now including Bethel, Friends, McPherson, Bethany and Kansas Wesleyan. The respective schools take turns as hosts for the occasion. The practice proved helpful to all concerned and is appreciated by the various faculties.

2. *The General Conference.*—It will be recalled that the General Conference had been slow to take cognizance of educational matters within its jurisdiction and that relations between Bethel College and the Western District Conference underwent quite severe strain at times. The General Conference of 1933 adopted two pertinent resolutions submitted by its board of education:

"That the membership of this Conference take time and put forth effort to become more conscious of its responsibility toward the schools and colleges, upon which the Church increasingly depends, and to support them more adequately with heart and head and hand. . . . That the importance of a day of prayer for schools and colleges be given a new and more challenging emphasis."¹⁰

The Bethel College board of directors declared itself in favor of closer affiliation of Mennonite educational institutions with both the Western District Conference and the General Conference by having these con-



Methodist Episcopal Church of the
North American, North-Western, Kansas
May 31 - June 5, 1945

ferences elect representatives to the boards of these colleges. President Kaufman was authorized to ascertain the attitude of Bluffton College and Freeman College on the general question involved.¹¹ The annual meeting of the Corporation in November of 1937 encouraged the administration "to cooperate with other General Conference institutions of collegiate rank toward an arrangement whereby the General Conference as such will have representatives on all our collegiate boards."¹²

At the General Conference in 1938 the board of education was authorized to set up a plan whereby the Conference would be given representation on each junior and each senior college board by one or two representatives, such representatives to be designated by the Conference. At the next session of the Conference in 1941, a resolution was adopted by which all schools of college rank within General Conference circles were invited to make reports to the Conference board of education. The Conference board was also asked to send one of its members to the principal meeting of each institution in order to get firsthand information. This was done for some years and is the status at the present writing.

In November, 1942, the board and faculty of Bethel College adopted the statement of faith which the General Conference had adopted in 1941 as their own. This statement is published in the catalog and has become part of the teachers' working agreement.

It is now quite generally realized that the present system of independent control of our institutions of higher learning within the Mennonite General Conference constituency is not the most satisfactory method of handling the problem of higher education. Historically the present situation can be readily understood; but the experiences of the past very definitely point to the conclusion that unified Conference control of the institutions of higher learning would avoid many difficulties that now exist under separate or independent control of such institutions.

3. *Mennonite Biblical Seminary*.—After the closing of Witmarsum Seminary in 1931, the question of a Mennonite Seminary was allowed to rest for a time. The Seminary board met annually and in time some reorganization took place. Early in 1940 the Seminary board announced its readiness to receive propositions regarding location of the Seminary, cooperation of colleges with the Seminary, etc. On inquiry by the Seminary board, the Bethel College board of directors extended an invitation to the Seminary board to locate the Seminary at Bethel College,¹³ and the faculty endorsed this action.¹⁴ The inquiry seemingly was made largely for purposes of information and the matter was allowed to rest. There evidently was no strong sentiment in favor of locating the Seminary at any existing Mennonite college.

In 1941 the Seminary board decided to open the Seminary in affiliation with the Brethren Seminary in Chicago and in the fall of 1942 again

extended a call to Ed. G. Kaufman to the presidency of that institution.¹⁵ Only at the urgent request of the College board, he again declined the call. Later A. Warkentin of the Bethel faculty was called and accepted this position. Bethel College has continued to support the Seminary in every way; in fact the very large majority of Seminary students during its entire history have been Bethel graduates.

4. *The Bethel Deaconess Hospital.*—Steps toward establishing a closer relationship between Bethel College and the Bethel Deaconess Hospital in Newton began in 1936.¹⁶ The following year the board of directors took definite action in this respect by the following resolution:

Not to charge the sisters of the Bethel Deaconess Home and Hospital any tuition while taking College work, in appreciation of the services the hospital has rendered the College in the past and to encourage future cooperation between the two institutions.¹⁷

A steady strengthening of the relations between the two institutions has taken place since. Sister Frieda Kaufman, Sister in charge, was made a member of the Bethel College faculty in 1937. The agreement by which students can earn the R.N. and B.S. degrees in five years and the cooperative program on student health has been discussed elsewhere. All this has proven mutually beneficial.

5. *The Bethel College Congregation.*—The Bethel College congregation was organized in 1897 with a membership of 19. The status of the congregation, by virtue of its relation to Bethel College, always was somewhat unique. It was the fosterchild of the College in a very real sense. The College provided it with a meeting place, faculty members were taking the leading roles in the activities of the congregation, and, indirectly, the College bore the brunt of the congregation's financial burden. Decisions by the congregation were generally made with an eye to their effects upon the College. On the other hand, the congregation was, in a sense, the host of the College. It took over the responsibility for a portion of the Sunday services, for the Sunday school and for the Young People's Society, and gave limited rights to students who could qualify for associate membership.¹⁸

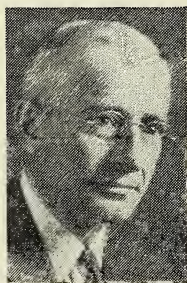
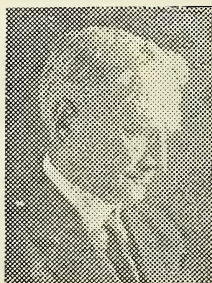
In 1898 the congregation became a member of the Western District Conference and of the General Conference in 1899. By 1921 it felt strong enough to call a full time pastor, the membership having grown to 275 by the end of the year. In December, 1952, the membership stood at 536. The following ministers have served the congregation since its organization:

David Goerz.....	1897-1911 ¹⁹
C. H. Wedel.....	1897-1910
John W. Kliwer.....	1912-1925 ²⁰
Henry A. Fast.....	1925-1930

Jacob H. Langenwalter.....	1931-1932
John W. Kliewer.....	1932-1935
Jesse N. Smucker.....	1936-1941
Lester Hostetler.....	1942-1952
Harold Buller	1952—

The responsibilities of a congregation, as of an individual, are limited only by its opportunities, and in the case of the Bethel College congregation the opportunities are quite exceptional. The example of an efficient church organization, of a full and well-balanced program of church activities, and of a sincere, humble, but withal active and aggressive spiritual life, these not only can benefit the student personally but may furnish him a pattern for his own future activities in religious work. The presence in its midst of a large group of young people who come from many different communities and who eventually find their fields of labor in even more widely scattered communities has been a constant challenge to the congregation.

Complaints have occasionally been made that the College services "unfit" the student for appreciation of his own home church services. Perhaps this is not an unalloyed evil, even though there may be a measure of truth in the charge. Dissatisfaction with the *status quo* can be a hopeful sign; it can be a promise of something better for the future. It needs only wise direction to become synonymous with progress. A more serious consideration is a possibility that the multitude of College activities will make it difficult to maintain, or may serve as a pretense for failing to maintain at least some youth activities within the congregation, and thus tend to dwarf or stunt the spiritual life of its youth. In a measure this consideration also applies to adults. A multitude of public College activities can help to enrich the lives of church members, but may also result in a feeling of satiety. In general, membership in the Bethel College congregation and association with the life on the campus has proved wholesome and satisfactory to those who were not impervious to change.



PASTORS OF THE BETHEL COLLEGE CONGREGATION since 1932. J. W. Kliewer, J. N. Smucker, L. Hostetler, H. Buller.

In 1937 the congregation built a parsonage on a campus lot donated by the College. In 1945 initial steps were taken looking toward the erection of a church building. In preparation for this many meetings were held between representatives of the church and the College to work out a clear understanding on the future relationship of the two. In 1947 the statement quoted below was agreed upon by church and College. The College donated the land for the location of the building and cooperated with the congregation in every way possible. The church building with educational plant will cost around \$250,000 when completed.

STATEMENT REGARDING THE WORKING RELATIONSHIP OF
BETHEL COLLEGE AND THE COLLEGE CONGREGATION

ADOPTED JUNE 3, 1947²¹

Whereas, the Bethel College Church is working on a proposed building program and it is the desire of both the congregation and the College that said church building be erected on the campus; and the question of transfer of title to the ground for the location of said building on the campus arises, the following statement regarding the continued working relationship between the College and congregation is submitted to the governing boards of both parties concerned for their consideration:

It is recognized that a modern church building representing simplicity and beauty, exhibiting progress and yet in keeping with our religious traditions, should be a great inspiration to the community and a great asset to the College in every way.

The relation between the two institutions on the same campus may best be stated in terms of service. On the part of the church, with a new building, it should render the following benefits, among other things, to the College community:

A. Devotional Uses for College

1. The Sanctuary for
 - a. Sunday worship services.
 - b. Special services such as Lenten meetings, etc.
 - c. One weekly chapel service for the students, following a program something like DePauw University has.
2. The Chapel (a small room seating about 75).
 - a. For small groups, S.V.A., S.C.A.
 - b. Individual devotion and prayer.
 - c. Small weddings.

B. Christian Education Program of the church would naturally include the following which the students could observe and participate in:

1. The Christian Education Department of the College and the Sunday school of the church could cooperate closely in educational work of the congregation, curriculum, etc.
2. A Vacation Church School for the community with an up-to-date list of materials, usable for any churches.
3. A program of religious visual education.
4. School of Missions and Peace Education.
5. Boy and girl scouts or their equivalent.
6. A Christian Workers' Library to be available.
7. Music education for the church, including adult, high school and junior choirs, church music institutes, etc.
8. Bible classes of the church.

C. Grounds and Buildings

1. To be owned and controlled by the congregation; however, the church lot shall always be considered as part of the College campus insofar as questions of College jurisdiction over the College students is concerned.
2. Taking for granted that a cordial relation between church and College is fostered, by special arrangement with the church the building or part of it may be available to the College if needed for religious instruction and such uses as are in keeping with the purposes of a House of God.
3. By special arrangement classrooms for advanced College Bible and ministerial courses may be made available in the church building.
4. By special arrangement the organ may be available to College for practice purposes; however the students of the congregation are to have preference.

D. Calling of Ministers and Other Workers

1. An important part of the ministry of the Bethel College Church is to the students of the College. It is assumed that whenever a minister is to be called, a committee of the church representing the various interests of the community including the College, would be created which would recommend only such candidates as have adequate training for the work and are in sympathy with the purposes and program of Christian education at Bethel College, one who would cooperate in the upbuilding of the school just as College teachers are expected to cooperate in the upbuilding of the church.
2. By special mutual arrangement the minister, if properly qualified, may be listed in the College catalog and if possible teach a College course during the school year.
3. The College Director of Religious Life, being especially charged with the spiritual welfare of the students, should work in cooperation with the minister of the congregation in the work of the church.
4. The freedom and integrity of the pulpit must be protected and preserved in the best Protestant and Mennonite tradition. The minister is first of all the servant of God and must never be subservient to special interests or persons whether in church or College.

6. *The City of North Newton.*—In 1935 Bethel College secured a fourth class post office under the name Bethel College, Kansas, with two daily mail deliveries. The name led to considerable confusion, since



NORTH NEWTON OFFICIALS.—Mayors: J. E. Regier, 1938-41; Paul Baumgartner, 1941-45; J. H. Lingenfelder, 1946—. Dan Epp, Clerk, 1952—.

another post office, Bethel, Kansas, had long been in existence in the eastern part of the state. In the fall of 1938 a movement was set on foot to incorporate the campus as an independent municipality, motivated

largely by the desire to correct the lack of a sanitary system of sewage disposal on the campus.²² The incorporation with the approval of campus residents under the name of North Newton, was actually carried out on September 20, 1938. On December 1, of the same year, the name of the post office was changed to North Newton. A sewer system connecting with the Newton city system was laid on the campus in 1940. So this problem that for many years had proved vexatious finally received a satisfactory solution for which J. E. Regier, who served as mayor of North Newton at the time, deserves much credit.

The post office has grown to second class and is rendering appreciated service. The little town of North Newton has also grown and through its city council has taken over many functions that in former days fell to the College to look after. A fine spirit of cooperation and mutual helpfulness exists between the College and North Newton. The two are so closely associated that what helps or hurts one will in a like manner also affect the other. The relationship is further discussed in the chapter on "Finances and Plant."

C. Services to the Constituency

The concept that the College is an institution whose services extend far beyond the campus on which it is located is important. For the sake of the College as well as for the sake of the constituency, and especially for the sake of the best relationship and mutual understanding and helpfulness between College and constituency, a rather extensive program of public service has been developed. This program includes various phases, some of which shall be briefly discussed in this section.

1. *Extension Classes and Adult Education.*—A program of adult education was under consideration as early as March, 1932, when a committee on adult education was appointed to plan for such work. The plans included formal instruction in classes and also popular lectures in communities desiring them. Evening classes were offered beginning with the year 1932-33 in seven different departments of the College, full credit being offered for work in such classes. In 1936 three Monday evening classes for ministers were conducted. Although the work of formal education for adults was begun with much enthusiasm and high hopes, it was found difficult to interest the constituency in it. It has, however, developed quite extensively along the lines of informal education, furnishing wholesome Christian entertainment by sending out speakers, groups of students, etc. Bethel College also placed several of its faculty members at the disposal of the Mennonite Central Committee for work in the CPS camps, in relief, and in maintaining contacts with far distant and isolated groups of the Mennonite denomination.

During the school year 1950-51²³ some half dozen College teachers offered 18 different evening courses on the campus and in various towns

of the neighborhood. A total of 103 different students not regularly enrolled at the College took advantage of night classes offered in various places. The faculty also repeatedly participated in the Harvey County Teacher's Institute.

2. *Bible Week and Church Workers' Institute.*—The practice of setting aside one week in the spring of the year for Bible lectures by an outside speaker instituted many years ago was maintained and somewhat enlarged. Besides the lectures by outside speakers, classes and discussion groups on various religious topics led by different local leaders and faculty members have also been set up in institute fashion.

A four-day "Institute for Ministers and Christian Workers" was held in January, 1940, during Bible Week. Bible study, conferences, and special addresses constituted the program which was open to the general public. In August of the same year a "Ministers' Institute" was held at Bethel College, at which about thirty ministers were present and at which "burning questions" that concern our churches were discussed with a view to applying any lessons thus learned to the churches at home.²⁴

These annual programs for the general public have continued with prominent speakers as the main feature. In 1941 H. E. Dana, president of the Kansas City Baptist Theological Seminary, and Professor Rockwell C. Smith were the speakers. Speakers for similar occasions have been Rufus Bowman, Jacob H. Janzen, W. O. Trueblood, D. D. Eitzen, J. E. Hartzler and others.

In later years the Western District Ministers' Conference annually cooperated with the College on this program by holding one of their two sessions a year at the College in conjunction with Bible Week and making it more of a study conference. Still later the Women's Missionary Societies also joined in this program annually so that gradually the Bible Week program has become somewhat standardized to include one outside Bible lecturer, a few days session of the Western District ministerial study conference, and a meeting or two of the Women's Missionary societies.

In 1951 Dr. John E. Hartzler, a former president and teacher of Bethel College and Mrs. Hartzler endowed the Bible Week lectureship with a gift of \$10,000, the interest of which is to help the College secure the services of distinguished ministers and authoritative scholars as special lecturers for the annual Bible Week. "These lectures are to be on subjects of general religious, theological, historical and philosophical subjects. Particular emphasis is to be placed on spiritual values without sacrifice of scholarship. The lectures are to be educational, inspirational and evangelical, and shall deal with basic principles of the Christian faith."²⁵ In 1953 Dr. Hartzler gave the first series of lectures on this foundation.

3. *Voluntary Service and Young People's Retreats.*—In connection with World War II and the Mennonite attitude toward war in general much thought and study was given to the problem of expressing this attitude not only in a negative but rather in a positive way. Mennonite youth should not only refuse to participate in war and know the reasons for this position but they should also be willing to do something positive for peace and goodwill among men, and do it in a sacrificial way. There was a growing interest for a more positive Mennonite young people's program of actual voluntary service in various underprivileged areas.

In the summer of 1940 Bethel College established a Mennonite Voluntary Service training camp, the purpose of which was "to help young people to clarify their own position for constructive service to our country and humanity."²⁶ Or more specifically "to give Mennonite young men an opportunity for training in Christian humanitarian service through participation in a program of worship, study and work."²⁷ The camp was sponsored jointly by Bethel College and the peace committee of the Western District Conference. A camp organization, consisting of a camp director, a house father, a work director, and a teaching staff, was set up. The camp could accommodate about 15 men at a time. A session lasted two weeks. There were no prerequisites for enrolling. This was the beginning of what later became known as the Voluntary Service Program and was taken over by the General Conference Young People's Union and the General Conference Board of Christian Service on a Conference-wide basis. It is now operated in cooperation with the Mennonite Central Committee, in which the Conference supervises the program and provides needed funds while the young people give some months or even years of their time on a free and voluntary basis to render needed and worth-while service in various underprivileged areas of the world.

For some years the College offered the facilities of its campus to the Western District young people for their annual retreat during the summer months. Faculty members always took an active part in these young people's retreats and their inspirational programs. As the attendance at these annual summer gatherings grew they interfered more and more with the regular summer session of the College and the program of repairing and reconditioning the buildings and the campus for the coming school year. Hence in 1937 the young people's retreat was transferred to the YMCA camp at Elmdale, Kansas, and more recently to Camp Mennoscah near Kingman, Kansas, where, under Conference auspices, Mennonite camp grounds have been secured on the Ninnescah River and a rather extensive camp program is being developed. College faculty members are still taking an active part in the development of this camp program.

4. *Mennonite Song Festival and Church Music Institute.*—The Mennonite Song Festival, which had its origin in music festivals sponsored

by individual churches, was organized in 1930. In 1934 bleachers were built on the campus in Kidron Park to accommodate the large crowds at these festivals. The festival was held in the park, excepting when the weather did not permit outdoor gatherings. Attendance at these programs has been large, in 1934 it being estimated at 6,000. The festival of 1940, held in the Bethel College "Bowl," was broadcast over KFBI of Wichita, Kansas. Since the erection of Memorial Hall, the Mennonite Song Festival has been held in its spacious auditorium. It has come to be one of the big annual spring events at Bethel College. In recent years the Mennonite men's choruses have also held their annual festival in Memorial Hall.

In the summers of 1938 and 1939 Dr. H. Augustine Smith of Boston University conducted a church music institute at Bethel College under the auspices of the Mennonite Song Festival Society. The institute was planned for choirmasters, organists, singers, and ministers and received excellent patronage from many communities and many denominations.

Bethel College music faculty members for years have been directing the choirs in many of the surrounding city and country churches. So through song festivals, church music institutes, faculty members directing church choirs, by presenting outstanding musical talent of international reputation in its annual Memorial Hall Series, and in many other ways Bethel College has rendered outstanding service and has had very great and far-reaching influence in music in this entire area.

5. *The Kansas Institute of International Relations.*—The first Kansas Institute of International Relations met at Bethel College in the summer of 1936. It was one of eight such institutes held over the country, with the purpose of "promoting cooperation, democracy, and peace as in direct opposition to militarism, communism, and fascism."²⁸ The program of the institute consisted of addresses, discussion groups, and exhibits related to the movement mentioned above. E. L. Harshbarger of the Bethel College faculty was dean of the institute. The speakers included men of national and international reputation. During its five years at Bethel College such names as F. W. Norwood, Leyton Richards, and Miss Muriel Lester of England, Eduard Benes, former president of Czechoslovakia, Y. T. Wu of China, Ernst Meyer, former first secretary of the German Embassy in Washington, Julian Bryan, world traveler, Sidney B. Fay of Harvard, Harold Rugg of Columbia and others high in the field of international relations are found in the list of speakers. It was held under the auspices of the American Friends Service Committee, the Kansas Yearly Meeting of Friends, The Congregational Christian Council for Social Action, and the Peace Committee of the Mennonite General Conference with Bethel College as host. Something of the scope of the institute may be gathered from the following figures for the 1938 meeting: forty-eight cities and towns, seventeen different denominations,

and twenty different vocations were represented. A limited amount of college credit could be earned by students attending the institute.

The institute was viewed with a rather critical eye from the very beginning in certain quarters, though generally speaking, its reception was favorable at first, especially since it aimed at the promotion of peace in international relations. The relation of Bethel College to the institute was not clear in the minds of the constituency. There was no organic connection between Bethel College and the institute, Bethel College serving merely as host. The College thus had no voice in the selection of speakers but was nevertheless held responsible for what appeared on the program, and some programs soon drew fire. Then too, funds were being solicited in Bethel College territory for the support of the institute, thus imposing an additional financial burden upon the constituency. It soon became quite apparent that the institute was threatening to become a divisive rather than a unifying factor in the constituency. The June, 1938 institute drew a larger attendance than usual, but with fewer Mennonites present.

A public meeting to discuss "The Missionary Implications of the Mennonite Position on Christian Peace and the Kansas Institute of International Relations" was called at the close of the institute, June 17, 1938.²⁹ The announcement states "that our people have differed somewhat in their attitude toward the program of peace education from the Kansas Institute of International Relations." The call definitely implies a strained relation between constituency and institute. In the summer of 1939 the institute sponsored a program, apparently separate from the regular institute program, which was in effect a discussion group of the historic peace churches. This apparently was the beginning of the end between representatives of Bethel College and of the institute with the result that the institute remained at Bethel College only another year. The situation was discussed in a meeting of the board of directors in November, 1939, but without action. In 1940 the board referred this problem to its executive committee to work out a satisfactory solution with representatives of the Friends Service Committee.

At a meeting on December 5, 1940, Guy Solt and Harold Chance of the Friends Service Committee met with the executive committee of the board, President Kaufman and Dean Goertz of the College, and Dean Harshbarger of the institute, and the matter was gone into thoroughly. The discussion revolved mainly around such questions as the finances, censorship, faculty, and purpose of the institute. Fundamentally, the issue seems to have hinged on the question of the true and only basis for a lasting peace. The position of Bethel College and the constituency was that such a peace can be built only on a positively Christian basis and only by positively Christian means. Some addresses had been given at the institute from a purely philosophical and humanitarian point of

view rather than from a positively Christian angle. Murmurings among the constituency appeared to be increasing.

The outcome of the meeting was the transfer of the institute to Friends University at Wichita, Kansas. It was done to avoid possible embarrassment to Bethel College and alienation of support from it. The transfer was made in a kindly spirit with Bethel College maintaining friendly relations with the institute. In fact in recent years a section of the institute program has again annually been put on at Bethel College.

In this matter of promoting a better understanding of international problems, Bethel College has and is rendering a great public service. The annual Stucky prize as well as the Schowalter Peace Essay and Oratorical Contest are efforts in the same general direction.

6. *Rural Life Institute and the Mennonite Educational and Cultural Conference.*—Mennonites being a rural people, the College has long been conscious of its duty to render specific service along this line. In addition to courses offered in agriculture and home economics special efforts were made to secure rural life authorities to address Bible Week audiences for the benefit of church leaders and the general constituency. In November of 1942 the first Rural Life Institute was held at Bethel College with Arthur E. Morgan as the principal speaker.³⁰ A number of similar institutes with outside and local speakers have been held in following years although the program so far has not become a regular part of the College tradition.

The Conference on Mennonite Sociology held in Chicago, December 31, 1941, called by interested individuals, was the forerunner³¹ to the Conference on Mennonite Cultural Problems which later was changed to Conference on Mennonite Educational and Cultural Problems. Already at the close of the first meeting in Chicago it was agreed that the conference should hereafter operate under the sponsorship of the Mennonite College presidents who were in the process of setting up the Council of Mennonite and Affiliated Colleges. The second meeting was held at Winona Lake, but thereafter the meetings have been held every other year at one of the Mennonite Colleges. So far nine meetings were held, usually attended mainly by Mennonite college faculty members. The program pertaining to the educational part of the conference is set up by the college presidents themselves; while the program for the cultural conference end is set up by a committee of representatives from each college faculty appointed by the respective college presidents. The presidents' council



J. W. FRETZ

also underwrites all expenses.

Ever since the inception of the Cultural Conference Bethel College has played a major role in it. J. W. Fretz, one of the Bethel faculty

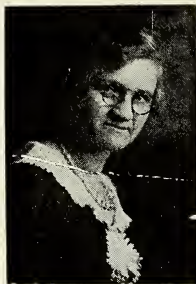
members, has served as executive secretary for the organization since its beginning. This movement not only promotes cooperation among Mennonite colleges but also makes a contribution to studying various aspects of Mennonite education and culture. The volumes of printed reports of the proceedings and the papers read at each meeting are a worth-while public service in themselves.

7. *The Memorial Hall Series*.—Among the reasons for building the Memorial Hall at a time when the College was deeply in debt was the hope that the large hall would serve as an instrument for adult education to mold public opinion, unite the constituency and motivate more progressive thought and action in many areas of life. In 1942 the "Town Hall," now known as the Memorial Hall Series was introduced. The high class lectures and entertainments have proved an unqualified success. It has featured such attractions as Carveth Wells, Arthur E. Morgan, George A. Buttrick, Henry Hitt Crane, Ralph Sockman, Lew Sarrett, Stuart Chase, Jerome Davis, Camille Kelley, No-Yong Park, Norman Thomas, William L. Shirer, Dorothy Thompson, Louis Untermeyer, Ruth Bryan Rohde, Alfred Noyes, W. A. Sutton, Walter H. Judd and others. The musical offerings of the series have also been of the very highest quality, featuring such artists as Roland Hayes, tenor; Percy Grainger, pianist; Maurice Eisenberg, cellist; and such organizations as the Alberni Trio, Chicago Little Philharmonic Orchestra, Donatelli Trio, Guardsmen Quartet, the Don Cossack Chorus, Wings Over Jordan, the Apollo Boys' Choir, Hart House String Quartet, Hungarian String Quartet, One World Ensemble, Paris Little Singers, and the Westminster Choir. The University of Chicago Roundtable and America's Town Meeting of the Air have also appeared on the program. The patronage of the Memorial Hall Series has been all that could be desired.

8. *The Menno Simons Lectureship*.—Mr. and Mrs. John P. Kaufman and family in 1950 established the Menno Simons Lectureship³² to be financed by the earnings of an endowment fund of \$15,000. This foundation is to promote research related to Mennonite history, life and culture and to provide for the presentation of the results of this research through a series of public lectures which are also to be published if possible. The speakers are to be chosen by a committee composed of the president of the College, an interested faculty member designated by the College and one representative of the donors. The first speaker on this foundation was Roland Bainton, Titus Street Professor of Ecclesiastical History at the Divinity School of Yale University, and the author of many books on the Reformation period of church history. His series of addresses pertained to the Anabaptists of the 16th Century. Some of the addresses were published in *Mennonite Life*. It was the hope of the founders of this lectureship that arrangements would be worked out with other Mennonite institutions so that a given speaker chosen in consultation with

them would in the same year be available for all institutions concerned, and in this way widen the scope of public service of the foundation.

9. *The Western District Conference Loan Library.*—In 1936 Bethel College made space available in the Science Hall basement in connection with the Historical Library for the committee on education of the Western District Conference to set up a loan library. Later the Western District was assigned a separate room in the southwest corner of the basement floor of the new Library building. Church groups and individuals are making extensive use of this loan library. The library now has over 2,000 volumes, quite a few film strips and slides. Besides books and audio-visual supplies, it is the hope to serve also in the area of church music for church choirs, including music records. Mrs. P. S. Goertz, a trained librarian, is in charge. The number of volumes checked out since 1939 only partly indicates the increasing use individuals and churches make of this service, especially in recent years.³³



MRS. P. S.
GOERTZ

Year	Volumes Checked Out	Year	Volumes Checked Out
1939	383	1950	941
1941	497	1951	1,745
1944	946	1952	1,943

10. *Work-Shops and Other Groups.*—The College often serves as host to various organizations, committees and other groups as they gather for their meetings on the campus. This would include workshops for retreat camps, young people and Sunday school workers, dinners and meetings of Chamber of Commerce, county 4-H organizations as well as Rotary and other service clubs. Entertaining larger conferences of a local as well as international character, such as the Mennonite World Conference, and housing the Mennonite Central Committee clothing center on the campus, are a valuable public service. The large College dining facilities and the spacious meeting place in Memorial Hall are extensively used by various non-College groups and organizations.

Campus facilities have also been made available to gatherings of a religious nature of other denominations. For several years the young people's retreat of the Evangelical Reformed Church was held here. Beginning with the summer of 1942 the ministers of the Christian denomination have held a two-day conference each summer on the Bethel College campus for some years. A women's organization and various other groups have from time to time had similar arrangements.

D. The Alumni Association

The Bethel College Alumni Association had its inception in a recommendation of the faculty to the board, suggesting the formation of the organization to include the graduates of Halstead Seminary and Bethel College. The board in regular session on March 6, 1894, approved this recommendation with the proviso that the association be under the supervision of the faculty and board and that it be conducted "on a Christian basis." The group held its first meeting at the call of C. H. Wedel on June 12, 1894, at Bethel College.

The eleven persons who met as the result of this call were graduates of the Halstead school since Bethel College had not yet graduated any students. The meeting organized by electing G. A. Haury, chairman; C. C. Richert, vice-chairman; D. F. Jantzen, secretary; and G. N. Harms, treasurer. The other members present were: G. Baergen, C. Friesen, R. A. Goerz, R. S. Haury, J. W. Kliewer, J. R. Thierstein, and P. J. Wedel. The only other action taken at this meeting was the adoption of a resolution authorizing the officers to act as a general committee of the association and to call a meeting of the association at their discretion.

1. *Early Meetings.*—The second meeting was held a year later on June 12, 1895, and included, besides ten of the old members of the association, the first four graduates of Bethel College: Anna Janzen, Olga Leisy, John P. Isaac, and C. D. Young. There were present also about a dozen invited guests. The following resolutions were adopted at this meeting:

1. That the secretary prepare a list of all the graduates by classes with their addresses.
2. That all alumni send in their addresses with an annual fee of 50 cents about New Year's to one of the officers or the principal of the school.
3. That a part of the fees thus paid be set aside for the proper observance of the occasion in a simple yet attractive manner.
4. That a part of the surplus money at each gathering be set aside for a library fund.

At the third meeting of the association, June 3, 1896, a banquet at the College dining hall formed a part of the program. D. R. Krehbiel, then a student at Harvard University, gave an address in which he compared Harvard with Bethel College. From this address, according to the minutes of the meeting, "one got the impression that it is better to attend Bethel College than Harvard University." A "touching farewell address" was also given by John P. Isaac who was soon to leave for Canada. The meeting ended with a social hour. The minutes of these meetings are in German; thereafter all are in English.

The fourth annual meeting, June 3, 1897, decided that it was the patriotic duty of *all* alumni, whether residents of Kansas or not to pay

the annual dues of the association, also that graduates of the music department of Bethel College should be admitted to membership in the association.³⁴ H. D. Penner, then instructor in Bethel College, delivered a German address, and P. A. Claassen, '85, gave his prize oration, "Is Peace A Dream?" The program was interspersed with selections by the Bethel male chorus. The group being small, guests, especially ladies, were invited to these early meetings. The attendance varied between twenty-five and fifty

By this time the routine of the meetings of the association had become fairly well established, and the programs began to assume a sameness year after year that tended toward monotony. In 1899 the banquets were transferred from the College dining hall to the Belles-Lettres Hall, located below the chapel in the Administration Building. In 1901 the association decided to send out printed invitations to the members for the annual meetings. Ladies were still very much in the minority among the alumni and were admitted to the annual banquet free of charge. In 1907 the association made admission to the banquet by ticket mandatory in order to avoid too many free meals to visitors. In 1908 the *Bethel College Monthly* was chosen as the official paper of the association for the publication of its notices and reports.

2. *Growth of the Association.*—The association enjoyed a steady growth. Beginning with a membership of eleven in 1894, it had grown to a membership of 91 in 1904 and to 307 in 1914. This number includes fourteen College graduates (A.B. degree). In 1927 when the academy was discontinued, the total number of graduates was 786, which included 188 College graduates. In 1943 it had risen to a total of 1,314 graduates and in 1953 the number was approximately 2,000.

The growth of the association naturally brought about an increased attendance at the meetings, so that dining hall facilities became taxed beyond capacity. The officers began to arrange for the banquet where suitable accommodations were available and to make a sufficient charge for the tickets to cover all expenses. The facilities offered by the First Methodist and other churches in Newton were used repeatedly. With the enlargement of the College dining hall, the banquets were again held on the campus.

In 1923 a committee was appointed to "devise ways and means of keeping in closer touch with ex-students. In 1927 it submitted the following recommendations:

We recommend that the Alumni Association appoint a committee to make arrangements for a "Bethel Rally Day" in the various communities to be held on the afternoon of the "Day of Prayer for Schools (Schulbetta)." The purpose of this Rally Day should be to foster a wholesome Bethel spirit and interest young people in our school.

We further recommend that Mr. Riesen (field secretary) meet with this committee to assist in appointing ex-students as chairmen in the various communities who shall arrange programs and entertainments for the Rally Day.

The recommendations having been adopted, the committee was asked to continue its work in line with the recommendations it had submitted. At the thirty-fifth annual meeting (1928), this "Ex-Student Publicity Committee," as it is called in the minutes, reported that "Loyalty Meetings" had been held in many Mennonite communities in cooperation with the pastors of the churches. The report was favorably received by the association, which asked the committee to continue the work.

In 1937 the annual meeting of the association adopted the following resolutions:

1. That all persons who have been enrolled for scholastic work at Bethel College be considered associate members of the association. (Without vote)

The largest single addition to the association was made in 1950 when 106 students were graduated. Also in 1950 the association finally voted to include as *voting* alumni all who have been enrolled as students regardless of whether they graduated or not. This should prove a great step forward.

The programs of the association meetings during these years present an interesting study. Much ingenuity was brought into play in making out these programs, especially beginning with the second decade of the present century. Some of the programs were of a lighter type; some emphasized the more serious and thoughtful phases of life. Frequently a main topic was chosen as the general theme of the program with sub-topics assigned to speakers. A discussion of college life under various figures of speech was a favorite form of program. A few examples are here cited—*The Voice of Bethel*: Tuning In, The Aerial, The Chain Hook-up, Static, Signing Off; *Stand by for College Pictures*: Daguerrotypes, Tintypes, Stereopticons, Magic Lantern Slides; *Echoes*: Silver Echoes, Chinese Echoes, Indian Echoes, Cradle Echoes; *Food For Thought*: Toast, Relish, Punch, Roast, Dessert; *Birds*: Fledglings, Migrating, Humming Birds, Birds of a Feather, On the Wing.

The following may be taken as examples of the more serious and thoughtful type of subjects—*Bethel*: In Days Gone By, As it is Now, What of the Future? Keeping the Faith; *In Union There Is Strength*; *The Shoot at Length Becomes a Tree*; *Next to the Bad, the Good Is the Worst Enemy of the Best*; *When Old Friends Get Together*.

3. *Assuming Responsibilities*.—The meeting in 1909 initiated a step forward by adopting a motion to collect funds for building a gymnasium-auditorium. Circulars were to be sent out to the alumni explaining the plans and asking for contributions. This action was somewhat precipitate, as neither the faculty nor the board of directors had been officially con-

tacted in the matter. The next annual meeting (1910), however, cleared up the situation by appointing a committee of five to confer with the board of directors in regard to the project, and instructing the committee to proceed energetically after the ground had been cleared with the board. This action marks a notable change in the activities of the association. Hitherto it had set itself no definite goals; its meetings had been largely social in character, and as a result had drifted more or less aimlessly. With the adoption of a building program, the association began to awaken toward its opportunities and responsibilities.

The annual meeting of the alumni in 1912 had architect's plans for the building submitted and took definite action looking to the completion of the project. The building was to be erected within a year. Building operations were begun in hopes of completing the building by October 12, 1913, which date had been designated for the observance of the twenty-fifth anniversary of the cornerstone laying of Bethel College. The building was, however, not completed until later. It was dedicated with an appropriate program on February 4, 1914.³⁵ The first alumni banquet was held in it in the spring of 1914. The 1915 meeting officially designated the building Alumni Hall. Although the association had not pledged itself as such for the cost of the building—it was to be paid for by individual pledges—the “gym” debt was to be a perennial subject of discussion at alumni meetings for years to come. It was not until the annual meeting of 1928 that the debt was finally reported paid in full.

The alumni meeting of 1914 declared in favor of a living endowment fund plan for Bethel College and took preliminary steps toward the establishment of such a fund. The plan was put into operation, but met with so little success that pledges to the fund were called in and the fund discontinued in 1923.³⁶ In 1919 it was found necessary to repair the roof of the gymnasium; the association obligated itself for this outlay. The dues were also raised to \$1 a year, not including the price of a banquet ticket. In 1920 the officers of the association were authorized to confer with the board of directors and faculty regarding “what the association will do with regard to the financial campaign of the school.”³⁷

A College Division of the Alumni Association was organized about 1918, but was disbanded again in 1929 in order to give its entire support to the general association. What may be considered the first effort to issue an “Alumni Directory” was approved at the annual meeting of the association in 1915. “Alumni Directory” is perhaps a misnomer for this effort as it consisted merely in the publication of the names and addresses of alumni in the *Bethel College Monthly*. The list when published was found to contain so many errors that it was thought desirable to take steps at once to issue a more accurate directory.³⁸ The matter was apparently allowed to rest, and no alumni

directory was issued until 1931 when the officers of the association published a revised edition. Another alumni directory was issued by the association in 1936 as a number of the *Bethel College Bulletin*.³⁹ The latest copy to date of an alumni directory was published in 1950, again as a number of the *Bethel College Bulletin*.

In 1931 the association assumed the responsibility for redecorating the dining hall and also endorsed the plan of the board of directors to make a special effort to collect \$10 per member for the current expenses of the school. It also made provision for a committee of five, whose duty it was "to work out a program for the association, which is to serve as a project for several years to come." This committee submitted the following recommendation at the next annual meeting:

That the Alumni Association complete the Haury Memorial Fund of \$50,000. This fund which is to be a part of the endowment of Bethel College is to be known as "The G. A. Haury Chair established by the Bethel College Alumni Association."

In 1937 the Haury Chair was again discussed and adopted as an alumni project but very little was ever actually done about it.

4. *Charting a New Course*.—At the instigation of the Kaufman administration a most promising step was taken in 1933 by voting to increase the number of officers of the association from four to six and lengthen the term of office to three years, electing two members each year for a three-year term. The committee would elect the officers from its own membership and would act as the executive committee of the association. An increased sense of responsibility and a continuity of policy was thus made possible, which has reacted favorably upon the activities of the association. The position of executive secretary of the alumni association was created, and Willis E. Rich, director of public relations, was appointed to the position in 1935. The first meeting of the executive committee of record is of April 22, 1938. Since then the work of the association has been very definitely guided by the recommendations of the committee. Rich continued in this position until 1939 when he resigned. In 1940 F. J. Schrag was appointed to the position, but he severed his connection with Bethel College the following year and B. Borgen was appointed as executive secretary. On his resignation the following year, P. J. Wedel took over the position, which he held until the close of the school year 1946-47. His successor, Erwin C. Goering, served as executive secretary the following year. The position was taken over by Mrs. Anna Baumgartner in 1948. She resigned in 1950 and Erwin C. Goering was again appointed to this position.

The executive committee of the association first began really to function in 1938. Its meetings after this date are on record, and the minutes show that many matters of interest to the association and to Bethel

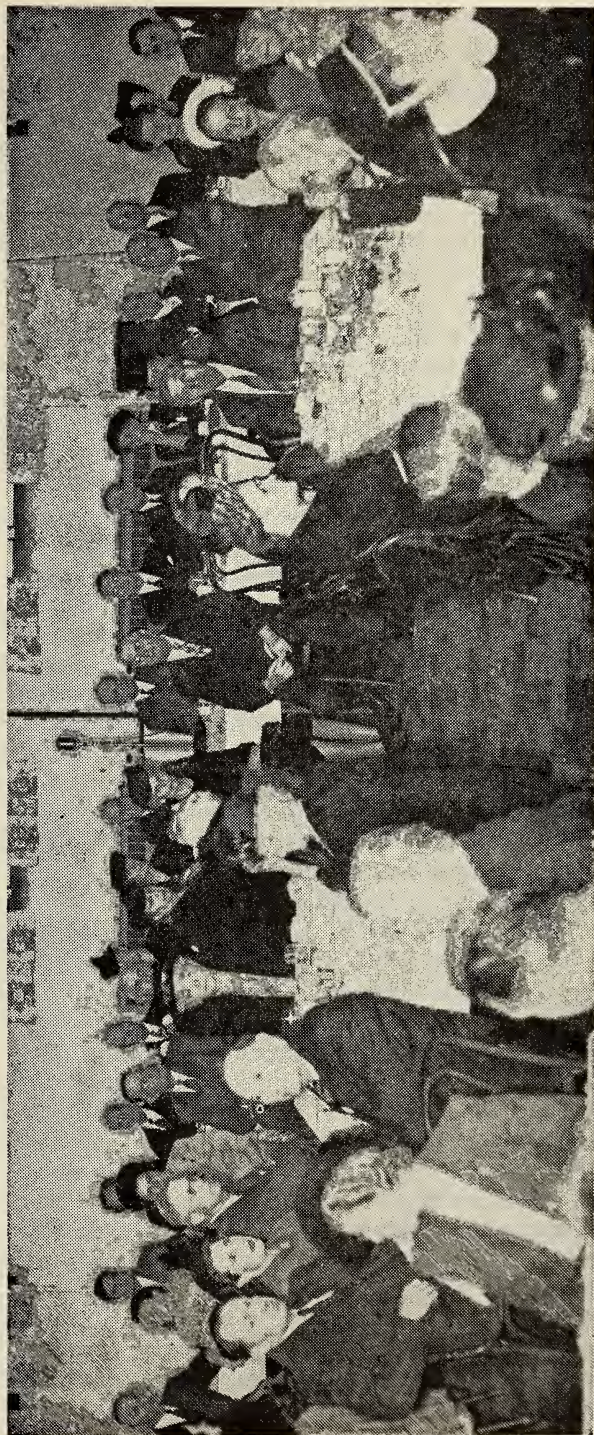
College were discussed.⁴⁰ The actions of the association were henceforth guided very largely by the recommendations of the committee.

In 1939 the executive committee decided to plan an annual alumni day, featuring class reunions, athletic contests, an art display, and an afternoon tea, the purpose being to draw as large an attendance as possible. The secretary of the association was made responsible for a publicity program, and a generally more aggressive policy was inaugurated. In 1942 the executive committee approved an initiation ceremony for new alumni, and also decided to put on an historical pageant of Bethel College under the direction of Miss Reinhard on alumni day. The initiation ceremony was used for the first time on alumni day of that year. It consisted of a "Charge," a "Ritual," and a "Pledge." It is intended to explain to the new members the purposes of the association as well as the rights, privileges, and responsibilities of membership in the association. Class reunions, departmental majors' reunions, and visits to the Museum formed a part of the scheduled exercises of alumni day of that year.

In 1943 registration of visitors on alumni day was introduced; also a brief service for those who had entered the service of the United States and a memorial service for those alumni and ex-students who had departed this life since the last alumni day. Special recognition was also given the class of 1893 for whom this was the fiftieth anniversary of their graduation, it being the last class to graduate from the Halstead Seminary. Of the eight members of the class, four were still living, two were present in person, and one was represented by a letter on this occasion. Since then special recognition of the 50th anniversary class has become a regular feature of the annual Alumni Banquet.

5. *Achievements of Alumni.*—Increasingly, Bethel College graduates have taken up graduate study. In 1935 eight of the class of twenty-five received scholarships in different universities of the country, and in general Bethel College graduates have not found it difficult to secure university scholarships when recommended by the faculty. The alumni of Bethel College are widely scattered both professionally and geographically. Professionally they have played their part in many different fields, both secular and religious, within and without the Mennonite denomination. These have included teaching, the ministry, the mission field, medicine, agriculture, business, engineering, the home, relief, government positions in different fields, etc. An examination of the roster of General Conference, and especially Western District Conference, officers and committee members reveals very clearly the important part that Bethel College alumni are taking in Conference activities and therefore in church leadership.

Geographically they have found their field of labor in many parts of the world: in many states of the Union, in Canada, Mexico, South America, Europe, China, India, and Africa. The roster includes many



ALUMNI DINNER

different religious denominations as well as persons of different races: whites, negroes, Chinese, Japanese and Mexicans. At the 1940 commencement special mention was made of the missionary P. J. Wiens family, both the parents and the five children had become alumni of Bethel College, the two youngest members of the family being members of the class of 1940. Although not an isolated case, no other family of equal size up to that time enjoyed a similar distinction in the annals of the association.

A statistical study of Bethel College alumni was conducted in 1942-43 by J. Winfield Fretz of the Bethel College faculty with the double purpose of getting some definite information on: (1) "The occupational distributions of Bethel College graduates and the degree of shift from the occupations of the parents to that of the College graduates," and (2) "The extent of geographical mobility or the movement from rural to urban areas or vice versa."⁴¹ In view of the apparently contradictory dicta that "Figures don't lie" and "You can prove anything with figures," great care is necessary in the interpretation of numerical data. Certain conclusions, however, stand out quite clearly in the figures returned. The study covered 570 or 76.1 per cent of the total number of college graduates to that date. The most commonly chosen field is teaching; there is a very noticeable trend from farming to the professions; a much smaller percentage of graduates return to the farm than come from the farm; the percentage of graduates choosing religious work as a life occupation is only slightly larger among graduates than among the parents; the shift from rural to urban communities is very definite among the graduates; a very high percentage of the graduates find their field of labor outside the Mennonite denomination.

Some of these trends can be readily understood. The Mennonite denomination is relatively small in number; it is predominantly rural in character; it can not boast of great accumulations of wealth, nor of great diversity of occupations among its membership. Opportunities along specialized lines in Mennonite communities are therefore limited. But the diversity of tastes and inclinations and ambitions is as great in Mennonite youth as it is in any other similar group of young people. It is not surprising then that many Mennonites who have prepared for specialized fields of work must seek their opportunities for service outside the confines of the denomination. We are only repaying in part the debt we owe to other denominations for their contributions to Mennonite life and culture. Saying this is not to be taken as an apology for the failure of the Mennonite church to use its college trained people to the fullest extent possible within their own communities.

At the forty-fifth meeting of the association (1938), the association decided to make the securing of tables and chairs for the Memorial Hall dining room one of its projects for next year and to accept contributions and subscriptions for this purpose, beginning immediately. In 1940 it rejected

this project and adopted as its special project the purchasing of the steel for Memorial Hall. The cost was estimated at \$10,000. In the same year the executive committee adopted a plan for raising funds through special appeals sent out to alumni and ex-students for either the current expense or the Memorial Hall fund. It is apparent that the financial policy of the association toward Bethel College lacked consistency. The association was apparently working too independently of the administration. The new organization gradually corrected this situation.

In 1944 the association decided to sponsor the furnishing of the alumni office by voluntary contributions. The response was excellent. Sufficient contributions came in to furnish the office with the necessary up-to-date furniture. In 1950 the Alumni Association decided to sponsor the new library building and raised \$34,000 for that project during the 1951-52 school year and a similar amount during the following year.

The executive committee of six members with the college president and the alumni secretary as ex-officio members meets four times a year. The executive secretary is employed and given an office by the College. Much credit is due the executive committee and executive secretary for the spirit and work of the Alumni Association in recent years. The Alumni Association as now organized, under an executive committee and a secretary alert to its opportunities, can look forward to greater usefulness and a more active participation in the life of Bethel College.

E. Other Auxiliary Organizations

Much help in the development of the College during the last 20 years has come from various auxiliary organizations that were brought into being for this purpose. Some of these existed only for a time while others took root and became going concerns. Beginning in 1935 and intended to continue to the golden anniversary year of 1938 there existed a Tithing Band composed of persons who agreed not only to tithe but each year to give at least a part of that tithe to Bethel College. For a time there existed a Prayer League composed of persons who agreed to remember Bethel College during their noon meal prayer each day. Both of these groups have done much, not only for Bethel College, but also for the constituency and the friends of the school. Their objectives were gradually taken over by other organizations and they ceased to exist as separate entities. The Goodwill Builders merged with the On-to-Bethel Club.

1. *The Bethel College Fellowship*.—A great force working in the general interest and welfare of the school was the establishment in 1933 of the Bethel College Fellowship. The plan of organization is as follows:⁴²

GENERAL AIM

To organize a Bethel College Fellowship in churches of the Bethel College area for the purpose of furthering mutual understanding and helpfulness between these churches and the College.

SPECIFIC AIMS OF LOCAL GROUPS

1. To pray for Bethel. 2. To talk for Bethel. 3. To suggest improvements at Bethel. 4. To help people get better acquainted with Bethel. 5. To call Bethel's attention to prospective students. 6. To encourage prospective students to attend Bethel. 7. To encourage individuals to make a definite annual financial contribution to Bethel.

METHODS

1. The Bethel College administration creates a Bethel College Central Fellowship Committee which is located on the College campus and responsible to the College administration. This central committee cooperates with the Bethel College Fellowships in the local congregations and serves as a central clearing-house for them.

2. With the help of this central committee the friends of Bethel College in the local congregations are organized as a Fellowship. The local Fellowship elects a president for three years, a secretary for two years, and a treasurer for one year. This means that after the first year one officer is elected each year to hold office for a period of three years. In case the local group fails to organize and elect officers the central committee may appoint such.

3. The central committee arranges for at least one general meeting on the College campus each year of all local Fellowship officers for the purpose of mutual helpfulness and inspiration.

4. The local organization and officers carry out the above "specific aims" in their local congregation. They (a) arrange for at least one meeting a year of all members of the local fellowship for prayer, organization, discussion and action. (This meeting may be with or without a Bethel College representative); and (b) arrange for a personal canvass once a year inviting every member in the respective congregation to make a financial contribution to Bethel College for that year.

The annual College Corporation meeting in 1933 and the Western District Conference in 1938 approved the formation of this organization. Their relationship to Bethel is perhaps best expressed in the words of Ed. G. Kaufman as follows:

Such groups can be useful in various ways: interesting our young people to attend our own school, creating a better understanding for the school, taking definite steps toward its financial and prayerful support.⁴³

Excellent progress was made in the organization of these Fellowships. In December, 1934, twenty-four congregations with a membership of 6,942 had organized twenty-four Fellowships with a membership of 997 with a total contribution of \$6,890.12. In February, 1937, the membership had risen to 1,542 and included forty-four churches, with total contributions of \$47,205.⁴⁴ In 1939 such organizations had been established in forty-six churches. The contributions, however, fluctuated considerably from year to year. In later years the organization has been changed so that a Fellowship is no longer considered a group or organization within a congregation but as coincident with the congregation. Fellowship officers are elected by the congregation. Contributions from Fellowships and from congregations have thus become identical in effect.

FELLOWSHIP REPORTS

1932-33.....	\$ 17,000	1938-39.....	40,233
1933-34.....	21,260	1939-40.....	39,446
1934-35.....	40,000	1940-41.....	75,687
1935-36.....	66,200	1941-42.....	105,926
1936-37.....	56,888	1942-43.....	71,829
1937-38.....	51,150		

The change in the Fellowships' status, from a relatively small, perhaps more or less isolated group within a congregation to a congregation-wide status, marks a distinct step in advance in the relations between College and constituency. It makes for better understanding and closer cooperation than did the old method and has proven mutually helpful and stimulating. The Fellowships have proven a pillar of financial strength to the institution during these years. In addition to direct financial contributions, they donated much labor and helped to keep Bethel College prominently before the constituency at all times. The annual get-together on the campus for a meal and discussions of all committee members grew to such proportions that the program was supplemented by a district meeting annually in some 15 areas with representatives from neighboring churches attending. These district areas are such as Newton, Hillsboro, Goessel, Moundridge, Inman-Buhler, Pretty Prairie-Hutchinson and various others in western Kansas and other states.

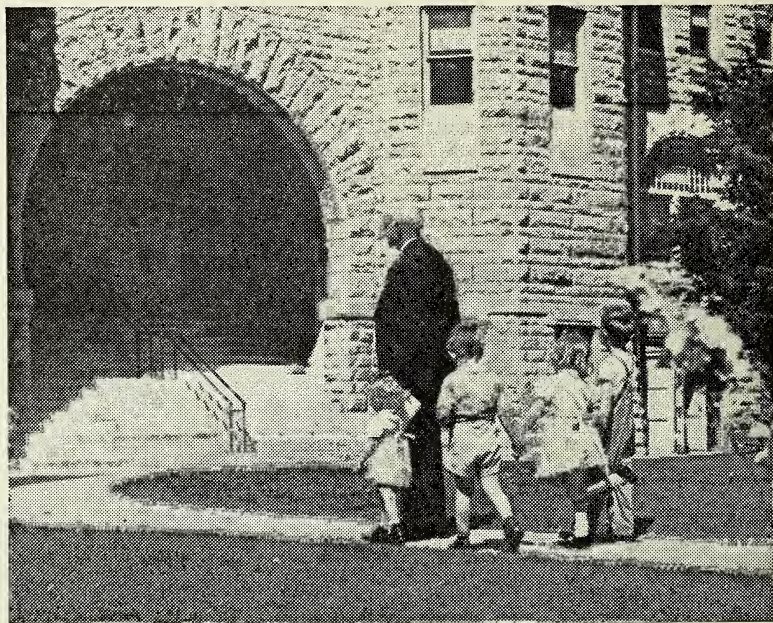
2. *The Bethel College Women's Association.*—Another auxiliary organi-



BETHEL COLLEGE WOMEN'S ASSOCIATION BOARD, 1944. *Seated:* Mrs. August Epp, Miss Lucille Friesen, Mrs. Willis Rich, Mrs. J. J. Siemens, Mrs. G. B. Entz. *Standing:* Mrs. Menno Schmidt, Mrs. Paul Baumgartner, Mrs. E. G. Kaufman, Mrs. Leo Brandt.

zation which has been a pillar of strength is the Bethel College Women's Association, organized in 1934. Their first project was the rebuilding of the pipe organ at a cost of \$5,000. Later the women's attention was directed toward equipping the new kitchen in Memorial Hall which was done at a cost of over \$9,000. In recent years the organization has made the proposed women's dormitory its special project and to date has raised around \$30,000 for this purpose. At this writing there are some 200 active members. The organization so far has been largely of a local nature, but plans are under consideration to extend it to the various congregations of the constituency.

3. *The On-To-Bethel Club.*—The On-to-Bethel Club sponsored by the College is composed of children and young people who themselves or through their parents are making deposits with Bethel College regularly to be used for their College expenses when they come to school. In the



JOINING THE ON-TO-BETHEL CLUB

meantime the College pays them a nominal rate of interest on their money. The club was organized in 1935. At present there are 118 members with a total of over \$19,000 deposited with the College. It has been the aim of the College to invite the members to some program or function at the school each year. At times this has been a special program in behalf of Christian education in general or the Christian home in particular to which the members and their parents have been invited,

including a picnic supper for this children's day. In recent years a number of young people who joined the club soon after it was organized have already used their savings laid up in this way.

Some years ago the former Goodwill Builders merged with the On-to-Bethel Club. The College provides each member with a small savings bank which is a miniature of the Administration Building. This serves as a reminder in the home of members in the On-to-Bethel Club. At the annual meeting of the members the contents are deposited with the College for future tuition for the person concerned. The On-to-Bethel Club holds great promise for the future, both for the respective persons involved as well as for the College as such.



OLD GLORY—From the steps of the Administration Building.

CHAPTER XXV

TRANSITION FROM THE KAUFMAN TO THE DAVID C. WEDEL ADMINISTRATION, 1952-53

The purpose of this chapter is to review the two decades of the Kaufman administration; to relate the transition to the David C. Wedel administration and to briefly summarize the beginning thereof.

A. Review of Two Decades

In this review of the last two decades the material is divided into two sections: the personnel of these years, and; a brief summary statement.

1. *Personnel of these years.*—In an enterprise such as Bethel College, personnel is very important. Whatever has been accomplished in the last twenty years is largely due to the loyal cooperation of the board, faculty and staff. Here, however, we shall limit ourselves to a pictorial presentation. Of faculty and staff only those persons are included: a) who were in College employ at the beginning of this period in 1932 and continued with the school, totaling at least five years of service; b) those who served a minimum of five years during this period, and; c) those in service at the end of this period in 1952.



COLLEGE BOARD WITH FACULTY REPRESENTATIVES, 1951-52. *Standing:* C. H. Goering, G. Zerger, C. J. Claassen, P. A. Wedel, L. Janzen, H. Hege, M. Schrag, E. Graber, H. Nyce. *Seated:* H. J. Stucky, A. E. Funk, E. G. Kaufman, Mrs. P. S. Goertz, A. J. Dyck, E. Waltner. *Not Pictured:* S. J. Goering, Max Smith, B. J. Stucky, W. Wiebe, Miss Ruth Baughman.



FACULTY NAMES LISTED ALPHABETICALLY BY CURRICULUM DIVISIONS.

DIVISION I. Bible and Christian Education: H. A. Fast, P. S. Goertz, L. Hostetler, E. G. Kaufman, J. W. Klierer, C. Krahn, C. E. Krehbiel, A. E. Kreider, P. A. Penner, J. N. Smucker, E. Waltner, A. Warkentin, D. C. Wedel. *DIVISION II. The Natural Sciences:* J. H. Doell, A. P. Friesen, Robert Gering, Frances Greef, L. C. Kreider, Ronald Rich, D. H. Richert, N. P. Stucky, Arnold Wedel, P. J. Wedel. *DIVISION III. The Humanities:* Russel Anderson, Honora Becker, J. W. Bixel, Willa Bixel, Rosella Reimer, Vilas Gerber, A. J. Graber, Elsa Haury, W. H. Hohmann, Mary Hooley, Verna Kaufman, J. E. Linscheid, Thelma Reinhard



Humanities continued: J. F. Schmidt, Mariam Schmidt, D. H. Suderman, Elmer Suderman, J. R. Thierstein, Wanda Tieszen, Mrs. Ferd. Voth, Lena Waltner, W. T. Wilkoff. *DIVISION IV. The Social Sciences:* J. W. Fretz, G. R. Gaeddert, M. Gingerich, E. L. Harshbarger, R. C. Kauffman, J. H. Loganbill, P. E. Schellenberg, J. L. Spaulding, H. J. Stucky. *DIVISION V. Practical Arts:* B. Barga, Ruth Baughman, Mildred Beecher, Fred Burkhard, W. L. Friesen, Jessie Brown, Eva Harshbarger, Lola Hill, P. R. Kaufman, Sister Frieda Kaufman, A. T. Mueller, Mamie Phillips, Sister Lena Mae Smith, Menno Stucky, Wilma Toews, R. Tully, Dan Unruh, Otto Unruh.



Practical Arts continued: Arnold Voth, J. J. Voth, Moses Voth, Ella Wiebe. *DIVISION VI. Teacher Education:* Eldon Graber, M. S. Harder, J. B. Heffelfinger, Elizabeth Linscheid, A. J. Regier, Marjorie Ruth. *ADMINISTRATION:* Anna Baumgartner, Erwin Goering, S. J. Goering, Earl Koehn, Leona Krehbiel, Sister Marie Lohrentz, Harry Martens, J. F. Moyer, J. M. Regier, Willis Rich, Helene Riesen, H. R. Schmidt, Luella Smith, Herb. Wiebe, Albert Bartel, Chas. Kauffman, Val Krehbiel, Arlene Neufeld, Mrs. A. J. Regier, Maxine Will.

2. *Summary Statement.*—The last annual report Kaufman made to the annual Corporation meeting, held November 28, 1952, contained a section entitled "The Last Twenty Years." In this review much of this section is quoted, although the material has been somewhat reorganized and abbreviated in parts.¹

1. *Background.*—Some perspective on the last twenty years at Bethel College can be gotten from information published in the *Bethel College Monthly* for 1932-33 although the first year of the then new administration is already included in these figures. From a small beginning the school in 40 years had grown into a four-year

college with 14 buildings and 22 teachers. On an open prairie a campus had been planted with many trees and shrubs and was dotted with 15 private dwellings. There was a student body of 285, an endowment of \$282,000 and a plant and equipment value of about \$290,000. There, however, was also a debt of over \$141,000 making the net worth of the school \$446,000. Up to then a total of 265 students had graduated from Bethel College. Students and graduates were already serving in 37 states and nine foreign countries. This record of 40 years gave all friends of Bethel College much satisfaction. The results so far amply justified increased support by those interested in the cause of Christian education among our people.

There was also another side to the picture. This was indicated by the special session of the Western District Conference held in the Newton City Auditorium on April 6, 1932, for the consideration of the precarious financial condition of the College. During 1918-20 the Western District Conference had collected \$100,000 for the College endowment fund. Now in the depression and in view of the growing debt of the school, some leaders felt the Conference should demand the return of this fund before the school became insolvent and closed its doors. The whole day was spent in serious and rather heated discussion. The College maintained that the \$100,000 was a gift to the school and could not be returned. That the situation was serious is indicated by the closeness of the vote on the question as to whether the Conference understood that this fund belonged to the College or whether its return could and should be demanded. The vote stood 149 to 131 in favor of the College. An unfavorable vote might have been fatal for Bethel College, especially so since the charter for a new school was already drawn up and a self-appointed committee was hard at work in that direction.

2. *Objectives.*—In view of this serious situation the new administration set up definite short and long range goals in the hope that in working to achieve these the general trend would be improved. For short range objectives, five-year programs were presented and adopted by the board and Corporation at various times during the history of the past twenty years. The first one of these was adopted in 1933. The main outline headings were: (1) Student Body—two items for improvement; (2) Faculty Members—seven qualifications to be taken into consideration in the choice of faculty members; (3) Campus and Dormitory Life—four items; (4) The Curriculum—study general educational trends in America and the needs of our constituency; (5) College and the Conference—two items looking toward a closer working relationship; (6) College and Town—four items to make for greater mutual appreciation between the two; (7) History of the College—arrangements to be made to have this written and published; (8) Buildings—these had to wait; (9) Finances—items pertaining to the current budget, the indebtedness, the endowment fund, and methods of raising money; (10) The Board of Directors and the Corporation—the statement here looks toward representation of more widely scattered groups on the board and some revision in the charter.

A statement pertaining to long range educational aims for Bethel College was adopted by both the faculty and by the board in May, 1934. This has been published in the annual catalog ever since and served as a general goal for the institution throughout these years. . . . This statement of aims has five divisions: (1) Denominational—four ways by which the school hoped to serve the denomination; (2) Community—four objectives listed; (3) Vocational—although the aim of the school is primarily cultural, professional courses shall also be offered to help students build a life as well as make a living; (4) The Individual—twelve points, culminating in an emphasis on a regenerated Christian life for the individual student, dedicated to the service of Jesus Christ in various vocations; (5) Method—eight points indicating how these aims are to be implemented and actualized so that they become translated into reality in the life of the individual student as well as the community and the denomination at large.

Having briefly looked at the beginning of the twenty years here under consideration, we now turn to a review of what has actually taken place during these years. We begin with the material side of things as that is probably the least important but nevertheless the most evident.

3. *Plant and Finances.*—During these two decades the College has constructed six larger buildings or units: (1) The College farm buildings, including a home, a dairy barn, chicken house, hog house, two silos, large granary, cattle shed, Big Chief machine shed, and the small barn. (2) Memorial Hall. (3) Farm Shop. (4) Health Center. (5) Grattan Building. (6) Library. In these twenty years the College has also acquired at least 21 smaller units: the Klierer home; Thierstein home; Goessel home; J. H. Voth home; Joe Goering duplex; 12 homettes; 3 south-side cottages; the Groneman apartments; the Martin home; the Canal Court; the Martin Court; the College stores, lumber yard and carpenter shop; Sunrise, Sunset, Sunnyside and Shadyside dormitories; the Hillside apartments; Big Chief building for the clothing center; and Kidron Kottage.

During this period the College has extensively remodeled and enlarged at least seven of the buildings. The basement of the Science Hall was completed. In the Main Building the attic, the chapel, the organ, and the basement were remodeled. The third floor was added in Goerz Hall, White House, Goessel Home, and Leisy Home. The old dining hall was moved and rebuilt into the present Maple Home serving as living quarters and music studios.

In 1935 the accounting system was reorganized to conform with North Central Standards. Comparative figures of net worth twenty years ago and now are:

<i>Year</i>	<i>Current Fund</i>	<i>Plant</i>	<i>Endowment</i>	<i>Debt</i>	<i>Net Worth</i>
1931-32	\$14,838.71	\$290,504.73	\$482,274.91	\$141,329.87	\$446,288.48
1951-52	43,857.10	869,199.21	624,830.49	— — —	1,537,886.80

The net worth in 1932 was less than half a million, in 1952 it was over a million and a half, an increase of over one million dollars. Larger gifts received in the last twenty years were the following: O. Jolliffe, Peabody, Kansas, \$55,000; G. F. Grattan, McPherson, Kansas, \$55,000; Mrs. Elizabeth Watkins, Lawrence, Kansas, \$87,000.

Besides the building operations of the College, a good number of individuals also saw fit to build their homes on or near the College campus. Twenty years ago there were 27 individual home owners in what might be called the Bethel College community. During the last twenty years 56 additional new homes have been acquired in the College community by individuals.

A federal post office was established on the campus in 1935. This has been a great service to the College and community. The post office has grown and today is rated second class.

North Newton was incorporated in 1935 and elected its own city council. Since then various improvements have been made in our College community. In 1940 the sewer system was put in and connected with the city of Newton. The streets have repeatedly been graded, sanded, and finally blacktopped. Considerable curb and gutter as well as sidewalk have been built. North Newton, being comparatively small, for some years a good part of the budget for village improvements was carried by the College. As North Newton grows, the College part is to be decreased and finally eliminated altogether since it is legally tax-exempt.

The grocery store of J. G. Stucky & Sons, located in the Grattan building on the campus, is a great asset to the community and very much appreciated by the College and surrounding area. This is also true of the shoe shop, the jewelry store, and the Mennonite Press, all located in the Grattan Building.

The clothing center of the Mennonite Central Committee located on the campus

is rendering a real service to needy people in other countries. The clothing center brings folks to the campus who would otherwise perhaps not come here.

A public day school has long been on the program of the College and community but has so far not been realized. Transportation of our children to attend the Newton city schools is always difficult to arrange. A public grade school on the campus would also stimulate the growth of the North Newton population.

The Bethel College congregation, organized in the first years of the history of Bethel College, has always been an important factor on the campus as far as religious life is concerned. Early in the thirties arrangements were made for associate membership on the part of the students while they are on the campus. Many young people take advantage of this opportunity. The membership of the congregation now stands at 536. The congregation at this writing is constructing a much-needed new church building on the campus.

4. *Curricular Changes.*—During the '30's the College made a rather extensive study of alumni and graduate students. This included not only what former students and graduates were doing, but also what they felt were the strong points in their experience at College as well as the weak points of that experience. In 1939 another survey was made of religious attitudes of our students, what they are when they come, how they are modified before they leave. The results of these studies served as a guide in the reorganization of our curriculum. In 1937 the curriculum was divided into divisions, gradually developing into: Division I, Bible and Christian Education; Division II, Natural Sciences; Division III, The Humanities; Division IV, The Social Studies; Division V, Applied Arts. A sixth division, Teacher Education, has long been discussed and is needed. Courses in agriculture, commerce and arts were added. The semester system was changed to the three quarter system so the summer school could serve as the fourth quarter. This dove-tailed better with the work program as well as with the athletic program. Besides, it enables students to speed up their education or take it a little slower depending on their intellectual and financial ability. In 1935 survey courses for each division were introduced, and in the same year also honors courses were arranged for the more brilliant students.

In 1934 standardized tests were introduced for freshmen when they came as well as for sophomores before going into the junior year. In 1945 the core-course was introduced, requiring each student to take certain courses to give some unity to the general offerings and to make an imprint of a definite pattern on every student who goes through college at Bethel. In 1934 comprehensive examinations for seniors were begun and soon afterward the graduate record examinations were introduced. Requirements for degrees were raised and stiffened. Scholarships and various grants-in-aid have been greatly multiplied. During the war the Mennonite academy was opened because there was available room and some people felt they would rather have their children come to the academy than go to high school. After the war the academy had to be closed because of lack of room. Partly as a result of this venture we now have two academies, one, the Berean Academy at Elbing, and the other one at Hutchinson.

In 1936 the fifth year for ministerial students was introduced. Since the Conference had no seminary the fifth year was offered for those who wished to go into the ministry. This was recognized by various seminaries so that students could finish their work in these seminaries in two years instead of three. With the reopening of our own seminary in Chicago, the fifth year was dropped. Bethel College played an important part in the reopening of our own seminary and has supplied by far the majority of students in the seminary since its reopening.

In 1937 closer contacts were established with the Bethel Deaconess Hospital and Deaconess Home in the interest of our students' health as well as nursing education, finally culminating in a cooperative arrangement so that students can finish their

nursing school at the Bethel Hospital with the R.N. degree and the A.B. degree at Bethel College in five years, instead of seven years as was formerly the case.

In 1936 a beginning was made in visual education at Bethel College. This has grown considerably during the years and now the equipment is used for curricular as well as extracurricular activities. A special room in the new library is set aside for this purpose.

5. *Extracurricular Activities.*—The old literary societies were replaced by departmental clubs such as cheminar, radio club, international relations club, etc. In 1935 the program of health and hospital service was inaugurated and a physician and a nurse were added to our staff. The athletic program has had its ups and downs but at any rate Bethel College has always maintained its reputation of playing clean. Bethel College has not over-emphasized athletics as has been the case in many colleges and universities. In 1935 the annual Buffalo Bar-B-Que was introduced in honor of the lettermen and friends of the school interested in athletics. The intramural program of physical education and athletics has been greatly strengthened as something for every student and not only for those with exceptional abilities.

In the depression years a work program was introduced and officially given a place in 1936. A number of projects were undertaken to provide work for the students. In time some of them dropped out. Students worked in the dining hall, served as janitors, worked on the campus, helped in building projects, served as secretaries in offices, and so forth. Stanley High visited the campus and wrote an article for the *Saturday Evening Post* listing Bethel as one of the outstanding work colleges of the country. As economic conditions improved, it has been difficult to find enough students to do the necessary work, so the student work program has diminished. If ever it is decided to put the work program on a more permanent basis not only for economic, but especially for educational reasons, we should not pay the students per hour in cash, but set up the tuition as so much cash and so many hours of labor per student per week. The College farm is growing and is financially profitable. The College press merged with the printing interests of the General Conference and is now known as the Mennonite Press under the control of a separate board representing College and Conference.

Believing that physical work can be not only good educational experience but also of religious significance, special work days have been set aside for many years. On these days students voluntarily give their time to work for the College. More recently this program has been expanded and students work for other people in the community but turn their earnings over to the College for some special project. The amounts have run around \$4,000 per year.

The old senior sneak day has been changed into a senior educational tour which is a wholesome and significant experience for the seniors as they end their college course. The Christian Life Week was begun in 1935 and has been held every year since with outside speakers. These meetings are held in the beginning of the year and have not only set the tone for the year, but also helped many students orient themselves in relation to God in a life of service. Since 1935 the Student Christian Association has charge of one chapel program a week. In that year also a director of religious life was appointed, whose special concern lies in that area. Since 1936 the chimes in the College tower have pealed forth their songs of praise and prayer at noon and 10 o'clock at night, thereby reminding us all that we are religious beings and need to remain in vital relationship with our Father in heaven.

6. *Students.*—Our student body during the years has increased. A good many non-Mennonite denominations are represented; however, it has always been about 85 per cent Mennonite. In 1946 the foreign student exchange program was introduced. Since then every year we have had some foreign students here and some of our own

students have traveled in Europe during the summer. This has helped to give our school more of a world outlook and consciousness. During the years, with very few exceptions, our students have been of high calibre, intellectually as well as spiritually. This also mirrors the homes and communities from which they come. These young people are the cream of our communities and the homes from which they come are the salt of the earth. Altogether during the last 20 years 960 students graduated from Bethel College. Over 50 per cent served in the teaching profession. Over 10 per cent of these graduates served as ministers and missionaries in various areas. Many of them go into the medical and nursing as well as other service professions. If we include the students who did not graduate, the figures, of course, would be very greatly increased.

The Parent-Student Day in connection with the Sunday program nearest Founders Day, October 12, gives parents an opportunity to get better acquainted with the school and the teachers, and the teachers have an opportunity to meet the parents all of which makes for a richer educational experience during the school year.

7. *The Mennonite Emphasis and Public Service.*—Public service has received attention during the last 20 years as evidenced by the following items: The Kansas International Relations Institute was set up on the Bethel College campus in 1936 and continued here for five years. Faculty members still serve on the executive committee. A Rural Life Institute has been held repeatedly on our campus. Since 1939 we have an institute for pastors and Christian workers in connection with Bible Week. A number of church music institutes have been held. Vacation Bible School workshops have been conducted on our campus. Our Memorial Hall series is a notable effort in public service, as also the weekly radio program by our choir. The annual Bible Week which recently has been endowed by Dr. and Mrs. J. E. Hartzler also falls in this area. The various extension courses which have been offered in neighboring towns throughout the years also falls under this head. The Social Science Research grant for 1950-51, making possible a study of Mennonite migrants and refugees in North and South America from back of the Iron Curtain, also comes under public service.

As a Mennonite institution, throughout the last twenty years Bethel College has put forth conscientious effort not only to remain true to its heritage but also to make its contribution in the light of this heritage. We list a few indications of this fact. In 1934 the Mennonite Song Festival was organized which annually meets on the College campus. In 1936 the Mennonite Historical Library was established and in the same year the Western District Conference Loan Library was set up on the campus. In 1942 the General Conference statement of faith was adopted as the official statement of faith of the school. In 1942 Bethel College participated in the organization of the Association of Mennonite and Affiliated Colleges to consider common wartime problems. This organization is still in operation. In 1940 the Kauffman Museum was located here. In 1934 the threshing stone was adopted as an official symbol of the College. In 1946 we began publishing *Mennonite Life*. In 1948 the Mr. and Mrs. Julius Stucky award was set up and is given annually to students for the most significant contribution to Mennonitism in the form of a paper or collection of historical material. In the 1930's a Mennonite pageant covering the history of the Mennonite people in this general area was worked out which has repeatedly been presented in Memorial Hall. By board action the official name of our choir is "The Mennonite Singers." In 1951 the J. A. Schowalter Peace Essay and Oratorical Contest was inaugurated. In 1951 the Menno Simons Lectureship Foundation was set up. The Western District Conference has repeatedly held its annual meetings on the Bethel College campus. The General Conference of the Mennonite Church as well as the World Mennonite Conference have met here also. In our course requirements one is called "Our Christian Heritage," part of which deals with

Mennonite history. Many of our students and faculty members have given a year, not only in C.P.S. during the war, but in voluntary service under Conference or Mennonite Central Committee auspices.

8. *Administration and Faculty.*—Charter revisions have been considered by the Corporation at various times with the result that twice in the last twenty years changes have been made. At present a committee is working for further modification especially in two respects: (1) To provide a wider representation on the board. (2) The voting right in the Corporation now is based partly on the amount of financial support the member has given the school. It is felt that there should be a more democratic procedure. At the last annual meeting there were 2,157 personal votes, 1,587 church and conference votes, and 3,232 proxies, a total of 6,976 votes present out of a possible total of 11,599. Twenty per cent constitutes a quorum.

The administration of the School has undergone a number of changes. In 1937 a working policy was adopted by the faculty and board containing a constitution for the operation of the faculty as well as a statement of the duties of each officer of the administration and various faculty committees. The following standing committees were given a place: the administrative council, the committee on students, the library committee, and the committee on educational policies. The business committee, composed of the president, the dean, the registrar, the business manager and director of public relations has always been the working and integrating core of the administration. Recently arrangements have been made for three students to attend faculty meetings to represent the student body. These have the right to participate in discussion, but not to vote or introduce motions. Three faculty members chosen by the faculty attend board meetings with similar restrictions.

Our faculty has developed during the years. In 1932 there were 22 members on the faculty, at present there are 39. During the years policies of faculty tenure, health and hospital insurance, social security, furloughs, etc., have been adopted. Twenty-one of our faculty and staff members own their own homes; 19 faculty members do not. Before the school year 1931-32, Dr. J. R. Thierstein was the only member on the faculty with an earned Doctor's degree. At present there are 18 members of the faculty who hold a Doctor's degree and a few more are in the making. Our faculty has always rated high, not only in training and teaching ability, but also in consecrated service and sacrifice. The faculty and the board of directors, more than anyone else, have made Bethel College what it is today. Of all the faculty members who were here twenty years ago, W. H. Hohmann is the only one still in active service; J. H. Doell, D. H. Richert and J. F. Moyer are on the retired list.

9. *Accreditation.*—In 1938 Bethel College was accredited by the North Central Association and has been in good standing with the association ever since. The standards of the North Central Association, however, are not stationary. Other colleges are moving forward financially and academically. In order to keep up with these we must be a growing institution. It has never been the aim of Bethel College to become a large institution but we can and should become a great institution. Our College has also recently been accepted as a member of the National Commission on Accrediting. The requirements of the American Association of University Women should also be met soon. Bethel College now has at least one woman on the board of directors and is working to meet the various other requirements of this organization. Much consideration has also been given to meeting the requirements of the American Association of Colleges for Teacher Education. More students of Bethel College are going into teaching than any other profession and it will be a real help to belong to this association.



TEACHERS IN VARIOUS FIELDS. *Back row:* Miss Leona Krehbiel, Librarian, 1933—; Miss Lena Waltner, Art, 1934—; Mrs. Ferd. Voth, Music, 1937—; Miss Honora Becker, English, 1939—; Miss Mildred Beecher, Physical Education, 1940—; Mrs. Eva Harshbarger, Dean of Women, 1944—; Miss Marjorie Ruth, Education, 1946—; Miss Maxine Will, Dietitian and Home Economics, 1950—.

B. The Transition to the David C. Wedel Administration

A transition from one administration to another often is more than merely a change of presidents. When Kaufman became president in 1932, P. S. Goertz was dean of the school, P. J. Wedel, registrar, and J. F. Moyer, business manager. These four men worked together in the interest of Bethel College for many years. However age and health, in due time, called for a change in all of these offices. We shall briefly relate the shift in other administrative offices before we consider that of the presidency.

1. *The Transition in Various Administrative Offices.*—In the business office J. F. Moyer, A.M., who came to Bethel in 1920, was a stabilizing influence. Although during the two decades here under consideration, various other persons also assumed major responsibilities in this office, most of them served only for a few years. Mention should be made here of the following men who served as business manager: A. J. Graber, A.M., 1932-34; J. H. Loganbill, A.M., 1934-36; Sam J. Goering, A.M., 1936-43; and Herbert Wiebe, A.M., 1945-47. All of these rendered much appreciated service; however none of them had any special training for the position and for various reasons left the employ of the College after a few years of service. These were difficult financial times and much credit is due these men for the financial progress of the school

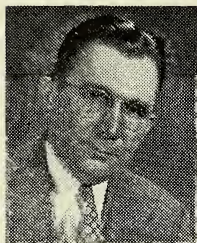
during these years. Moyer continued during all this time in the business office in various capacities, mainly as assistant treasurer and custodian of endowment. (By charter requirement the treasurer is a board member although the work in the office is done by the assistant treasurer). In more recent years Moyer's health began to fail and, having reached the age of 65, he retired in 1950.

In 1937 a promising young man, Harry Martens, who had just graduated from Bethel College, joined the staff as director of student solicitation and employment. By 1946 he quite naturally had grown into the position of business manager of the College and since then has served in this capacity. He received his A.M. from Columbia University in 1940. During the years he has been on leave at various times serving the Mennonite Central Committee in different capacities in America, Puerto Rico, Mexico, and Europe, all of which has been of considerable help to him as business manager of the College. He came into this office young enough to really become interested in and challenged by the opportunities of the same. Having natural abilities in this general field, he supplemented these by consecrated study of the problems involved and so has developed into an able and efficient business manager.

In 1934 the office of public relations was established. This was something of a new venture for the school although various persons had given some time to field work before this. Willis Rich graduated from Bethel in 1928, then served as instructor and principal of the Bentley Rural High School until 1934 when he came to Bethel as director of public relations. In subsequent years this office has been of real help to the College. Rich was young, energetic and a man of fertile mind. In 1936 he received the A.M. degree from Columbia University. Due to failing health he resigned in 1938 and became associated with the Rich Mercantile Company, Newton, Kansas, until 1941, when he again resumed his former position at Bethel. Although physically Rich was never again quite his former self, nevertheless the work of this office grew and expanded so that its personnel was increased.

In 1940 Erwin C. Goering graduated from Bethel and, after giving some years to high school teaching and civilian public service, he joined the Bethel staff as assistant in public relations in 1946. In 1950 he received the M.R.E. degree from Mennonite Biblical Seminary. Quite naturally Erwin Goering grew into his present position in public relations and executive secretary of the Alumni Association. His friendly nature and concern for the welfare of others make him especially valuable in the field of public relations. In 1947 John F. Schmidt joined the public relations staff in the interest of publicity besides teaching journalism and serving as assistant in the Mennonite Historical Library. Schmidt earned the A.B. degree at Bethel College in 1935 and the B.D. at Hartford Theological Seminary in 1938. From 1938 to 1947 he served as pastor for Mennonite and Congregational churches as well as giving some time

to Civilian Public Service as director of various camps. He has natural qualifications for research and writing and does excellent work in publicity. So with Goering and Schmidt, along with other assistants, the various areas of public relations are being looked after for Bethel College.



Harry Martens



Erwin Goering



Eldon Graber



Ralph C. Kauffman

The transition in the registrar's office took some years. P. J. Wedel served as registrar of Bethel College from 1919-42. Eldon W. Graber, a graduate of Bethel in 1938, had experience in Kansas high schools from 1938-45 when he joined the Bethel staff. He received the A.M. degree from Kansas State College, Manhattan, in 1943, and the Ph.D. in education from Northwestern University in 1950. He was appointed as registrar of Bethel College in 1949. Since 1942, the time when P. J. Wedel resigned as registrar of the School, the duties of this office were largely taken care of by incumbents whose term of office proved rather temporary or by secretaries supervised by the dean of the College. Miss Luella Smith, A.M., efficiently served in this office from 1941-46 when she married and resigned. With Graber, a man of good training, considerable experience in educational work, as well as natural ability and interest in the work of registrar, this office is again taken care of.

The transition in the office of the dean of the College was somewhat complicated because of circumstances. Dean Goertz was given leave of absence for the 1947-48 school year, which he and Mrs. Goertz spent in Europe, mainly in Holland doing relief work under the Mennonite Central Committee. Upon their return in the summer of 1948, Goertz suddenly passed away a few days after they reached their home on the campus and only a short time before the opening of the new school year. During his leave, David C. Wedel served as acting dean; however Wedel had already left to continue his graduate study for the following year before Goertz got home. This required the appointment of someone else on short notice. Ralph C. Kauffman was considered but he was also away for the summer, teaching at the University of Arizona. Henry A. Fast, professor of Bible, graciously consented to take over the dean's duties on a temporary basis and served efficiently in that capacity for

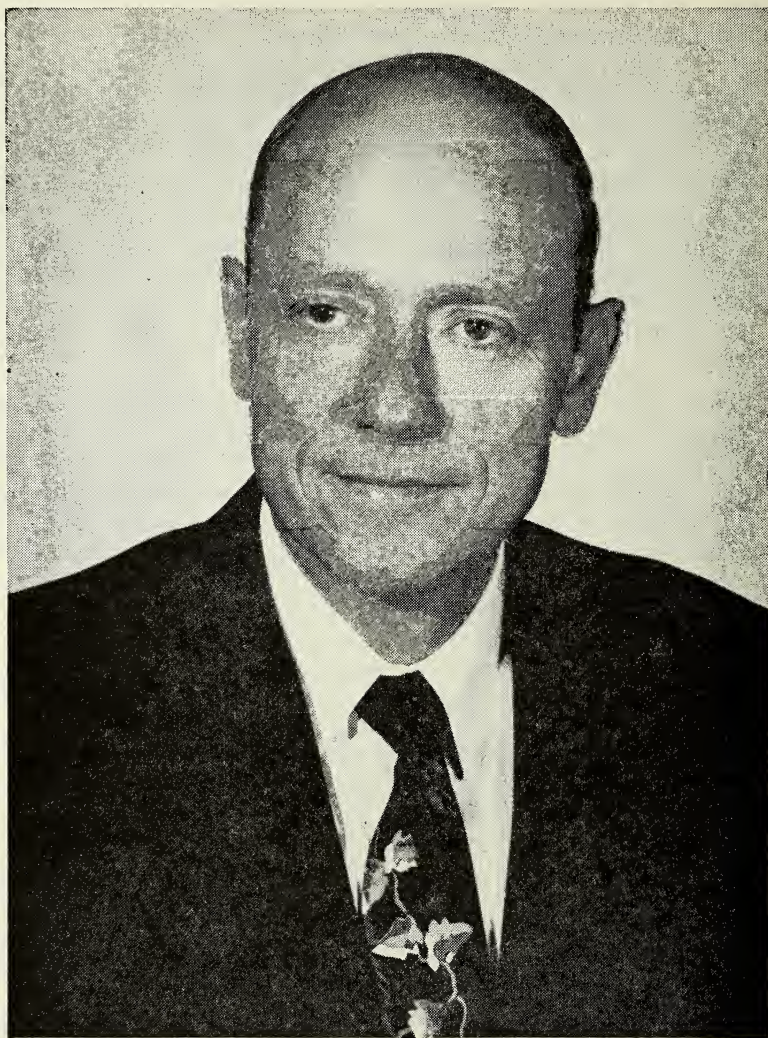
the following year. Beginning with the school year 1949, R. C. Kauffman took over the duties as dean of the College and is serving in that capacity at this writing. This shifting in the dean's office for a number of years in succession—from Goertz to Wedel to Fast to Kauffman—while without friction nevertheless was difficult for everybody considered.

R. C. Kauffman received the A.B. degree from Bethel College in 1933, the B.D. from Colgate-Rochester Divinity School in 1936, and the Ph.D. from Yale University in 1940. He has served as professor of sociology and psychology at Bethel College since 1939. He had experience as public school teacher, pastor, family welfare worker and for two years served as director of relief in Bengal, India, besides teaching psychology at the University of Arizona in summer since 1946. By virtue of his training and intellectual capacity, he was the logical choice as successor to Goertz as dean of the College. The scholastic standards of Bethel as a Christian liberal arts college are in good hands with him in the dean's office.

2. *The Transition in the President's Office.*—In October of 1948, only a few months after Dean Goertz died, Mrs. Ed. G. Kaufman, after a lingering illness, also passed away. The loss of a co-worker of many years in the administration of the College through the death of Dean Goertz, and now a few months later also the loss of his help-mate and wife, Mrs. Kaufman, was not only a very severe blow to President Kaufman but also increased his load and responsibilities greatly. This soon proved too much for his physical strength and health. For some years he had given the question of a successor in the presidency of the school much thought. He had promoted the transition to younger men in the other administrative offices; naturally a change in the president's office was not far away.

For the year 1950-51 Kaufman asked the College board for a leave of absence, which was granted. In the summer of 1950 he and Mrs. Anna M. Baumgartner were married and left for Cairo, Egypt, where Kaufman served as visiting professor of religion and philosophy at the American University for the school year. D. C. Wedel, who had returned from his graduate study although he had not yet completed his work for the doctor's degree, served as acting president during the year of Kaufman's leave. The Kaufmans returned from Egypt in the summer of 1951. Early in the school year at the board meeting of November 13, 1951, he handed in his resignation as president, effective with the close of that school year.² Having served the school as president for twenty years and himself being 60 years of age, he decided that, whereas the transition in other administrative offices was already made, the College being in good standing with the Conference and in a healthy condition educationally and financially, this was the opportune time to resign from administrative duties as president and help secure a younger man to take his place. Although Kaufman "repeatedly informed the board that his resignation

stands and is final" it was not accepted until February 1, 1952; however soon after the resignation on December 7, 1951, the board created a committee "to study the problem of securing a future president." This



DAVID C. WEDEL, PRESIDENT, 1952—

committee was composed of five persons.³ President Kaufman; the chairman and the secretary of the board, A. J. Dyck and Arnold Funk respectively; one member appointed from the board and another from the faculty, namely, Gerhard Zerger and W. H. Hohmann, respectively. This committee studied the question and consulted with other officers of the

College administration and the faculty. The officers of the Women's Association, the Fellowship organization, and the Western District Conference were also contacted. The committee made its report to the board on February 1, 1952,⁴ and upon its recommendation the board voted that D. C. Wedel be given a call to serve as the new president of the College beginning August 1, 1952, the day after Kaufman's resignation was to go into effect.

The officers of the board approached D. C. Wedel who asked for "some time to think the matter over and have an opportunity to discuss it further with the officers of the board and Brother Ed. G. Kaufman." This was done and on February 6, 1952, Wedel accepted the position with certain conditions such as: that he "be allowed sufficient time to finish his graduate work"; that "President Kaufman be tied into the program"; "that the program for the following year be worked out by Kaufman and Wedel together"; and a few other items.⁵ These conditions were accepted by the board and, after necessary details were worked out, the announcement of Wedel's acceptance of the presidency was made.

David C. Wedel was the natural choice for this position. His father, C. C. Wedel, had for many years served as a member of the College board. David grew up in the Mennonite Alexanderwohl community, graduated from Bethel College in 1933, received the B.D. degree from Colgate-Rochester Divinity School in 1936, and the Th.D. degree from Iliff School of Theology in 1952. Before joining the Bethel College staff he served as pastor of the Halstead Mennonite Church and as a member of the board of directors of the College. Since joining the Bethel faculty in 1946 as professor of Bible and Christian Education, he also served as acting dean for the year Goertz was on leave and as acting president for the year Kaufman was on leave. For some years he has been active in Mennonite Conference work and has held various Conference offices. He, therefore, came to the presidency of Bethel College with a considerable background of College and Conference experience. His wife, the former Martha Quiring, is a former Bethel student and also comes from the Alexanderwohl community. Together they are making a good beginning in their new position at Bethel College.

C. The First Year of the David C. Wedel Administration

The program for the school year 1952-53 was worked out by Kaufman and Wedel together. Much of the 1952 summer Wedel was in Iliff to finish his work for the Th.D. degree; however he was on hand before the opening of the school year and took charge of the president's office. The work of the year went along much as usual. Kaufman was named President Emeritus by the board and continued to serve as professor of religion and philosophy.

1. *Installation of President D. C. Wedel.*—October 12, or the Sunday nearest to this date, has for many years been observed as Founders'

Day of the school since the cornerstone of the Administration Building was laid on that day. This year the Founders' Day program was extended somewhat in that David C. Wedel was officially installed as president of Bethel College in connection with this celebration.⁶ For this occasion representatives of various educational institutions were present and participated. For the installation proper, Ed. G. Kaufman, as President Emeritus, presented the President-elect David C. Wedel, to Rev. A. J. Dyck, president of the College board, who officially installed the new president of the school, whereupon President Wedel responded with a short address. The main address of the occasion was made by Dr. Eugene Frank, Methodist minister of Topeka, Kansas. In all respects it was a red-letter day for Bethel College.

2. *Faculty Changes.*—A number of faculty changes took place.⁷ The request of Harry Martens, A.M., business manager, for leave of absence for a year to serve the Mennonite Central Committee in relief work was



NEW FACULTY MEMBERS SINCE 1952.—Peter Bartel, Mrs. Beatrice Buller, Gilbert Galle, Milton Goering, Gertrude Hohmann Dyck, John W. Kliever, Donald Klippenstein, Virginia Toews, Elvera Voth.

granted and Earl Koehn, B.S., was appointed as acting business manager for the year. Koehn was serving the College as chief engineer since 1950. Robert Gering, Ph.D., professor of biology and chairman of the Natural Science division resigned and John Kliever, M.S., was appointed to teach biology. Mrs. A. F. Tieszen, A.M., discontinued her connection with the school as instructor of foreign languages and Mrs. Beatrice Buller, A.B., was appointed to teach these subjects. Mrs. Gertrude Dyck, M.M., and Miss Elvera Voth, A.M., were added to the music department on a part-time basis. Miss Katharine Kaufman, A.M., served in the English and speech department to the end of the year when Mrs. Ronald Rich took her place. Laurel Dirks, A.M., joined the staff on a part-time basis to teach physics. Arnold Wedel, Ph.D., teacher of mathematics was drafted during the year and Miss Frances Greef, Ph.D., of the chemistry department resigned at the end of the year. These were replaced for the following year by Donald Klippenstein, A.M., in mathematics, Ronald Rich, Ph.D., in chemistry and chairman of the natural science division; and Peter Bartel, A.M., was added to the physics department. Milton Goering, B.S., was added in the physical education department and at the end of the year Dan Unruh, A.M., coach and director of physical education, resigned and was replaced by Gilbert Galle, A.B. At the close of the year Mrs. Eva Harshbarger, A.M., Dean of Women

and instructor in home economics, left for relief work in Korea and Miss Virginia Toews, A.M., replaced her. D. H. Suderman, Ph.D., of the music department, was granted a research scholarship by the Ford Foundation and left in June, 1953, for a year's leave to take advantage of this opportunity. Mrs. Gertrude Dyck resigned and Miss Elsa Haury and Charles Stanley were added to the music department on a part-time basis beginning in the fall of 1953. C. Krahn, Th.D., of the Mennonite Historical Library was granted a Fulbright Scholarship for research in Holland and was also given leave of absence for this purpose at the end of the year. During the summer of 1953, Miss Ruth Baughman, A.M., of the commerce department was married and B. Bargen, A.M., was re-employed in her place. Jessie Brown Gaeddert, R.N., A.B., also resigned as school nurse in the summer of 1953 and this phase of the work was taken over by three student nurses. H. A. Fast, Ph.D., of the Bible department who was on leave for two years serving as director of relief work in Europe under the Mennonite Central Committee, returned in the summer of 1953 to resume his position at the College.

3. *Other Items of Interest.*—The enrollment for the year 1952-53, including the pre-college music students plus the 1953 summer school students, made a total of 540. During the year 68 degrees were granted. One of the outstanding events of the year took place in early January



MENNO SIMONS LECTURESHIP LUNCHEON, 1953. *Clockwise:* D. C. Wedel, Roland Bainton, Mrs. and E. G. Kaufman, H. A. Fast, C. Krahn, Mrs. and Roy Roth, J. H. and Mrs. Langenwalter, Mrs. D. C. Wedel.

when the library was moved into the new Library Building. The building was formally dedicated during commencement week. This new addition to the plant is a great asset to the school. The basement floor of the Administration Building, formerly occupied by the library stacks, has been turned over to the students for a lounge. The proceeds of

the annual student work days have been used to remodel and redecorate this room in line with its new function.

During the year Bethel College was accredited by the American Association of Colleges for Teacher Education as a teacher training institution. In preparation of this the courses of the curriculum were regrouped somewhat so as to arrange for Teacher Education as Division VI. During the year the first series of lectures on the Menno Simons Foundation and the Hartzler Bible Lectureship were given. Roland Bainton, professor of church history in the Divinity School of Yale University gave the former on "Sixteenth Century Anabaptists," and J. E. Hartzler delivered the latter on "Christian Foundations." The current budget for the year was balanced and the school made progress financially. The first year of the new administration promises a greater future for Bethel College in the years ahead.

4. *Tables of Enrollment and Finances.*—

Table 1. Enrollment. (1932-1953)

YEAR	Total Enrollment*	Harvey County Enrollment	Number of Kansas Counties	Out-of-State Enrollment	Number of States	Number of Foreign Countries	Number of Denominations	No. of Mennonite Congregations	Mennonite Enrollment	Number of High Schools	Number of Graduates
1931-32	285	98	12	34	10	2	13	43	108	31	30
1932-33	273	89	12	25	10	2	13	43	121	50	17
1933-34	312	126	15	25	10	0	15	42	150	58	18
1934-35	378	141	16	42	12	2	16	52	220	69	25
1935-36	403	137	19	46	10	2	16	59	225	72	30
1936-37	412	139	18	60	13	0	16	67	243	76	48
1937-38	469	197	21	64	16	2	17	68	264	95	39
1938-39	496	190	22	66	14	1	19	68	287	103	48
1939-40	525	191	20	81	16	2	14	75	324	101	52
1940-41	504	190	19	91	18	2	16	71	301	95	57
1941-42	487	118	16	72	14	2	18	63	295	78	42
1942-43	393	72	13	63	12	2	15	59	252	64	33
1943-44	396	72	12	60	14	2	14	69	211	43	**28
1944-45	381	63	15	60	15	4	12	62	204	68	**36
1945-46	422	91	16	65	14	3	13	63	219	72	**33
1946-47	659	143	19	150	25	8	26	79	388	116	43
1947-48	695	145	22	176	22	8	30	79	436	103	78
1948-49	686	133	20	156	20	8	24	74	404	102	58
1949-50	633	146	21	144	22	7	26	79	377	126	106
1950-51	577	151	19	134	20	9	27	81	341	146	92
1951-52	558	124	19	200	20	6	18	77	328	124	77
1952-53	520	156	15	116	16	11	25	80	349	118	68

*Includes regular college and non-credit enrollment and summer school, each student being counted only once.

**Includes Academy.

Table 2. Current Funds Income and Expenditures for the year ending July 31, 1953

INCOME:			
Educational and general:			
Student fees and tuition.....	\$124,499.34		
Endowment income	25,958.73		
Unrestricted gifts and grants.....	35,175.46		
Miscellaneous	5,227.42		
Matured Annuities	2,880.00	\$193,740.95	
Auxiliary activities		146,920.00	
Organized educational activities.....		8,507.23	
Total income			\$349,168.18
EXPENSES:			
Educational and general:			
Administrative	\$ 24,792.18		
General	33,846.17		
Instructional	75,369.36		
Library	6,847.17		
Organized research	969.59		
Operation & maintenance of plant.....	37,339.41	\$179,163.88	
Auxiliary activities		123,321.73	
Organized educational activities.....		20,180.21	
Noneducational:			
Scholarships and fellowships.....	\$ 6,203.82		
Discounts to students.....	9,920.13		
Annuities	1,536.10		
Losses on bad accounts.....	903.03		
Miscellaneous	127.27	18,690.35	
Total expense			\$341,356.17
Excess income over expenses.....			\$ 7,812.01
Deduct:			
Current capital outlay			
expenditures (net).....			7,765.31
Net current fund gain for the year.....			\$ 46.70

Table 3 Balance Sheet, July 31, 1953

ASSETS		TOTAL	Current Fund	Endowment Fund	Student Loan Fund	Plant Fund
Cash on hand and in banks.....	\$	41,698.69	\$11,759.78	\$ 27,493.49	\$2,445.42	\$
Notes and accounts receivable (net).....		23,050.81	8,590.57—	30,500.00	1,141.38	—
Contracts receivable.....		6,713.97	—	6,713.97	—	—
Inventories.....		30,960.14	23,195.14	7,765.00	—	—
Investments:						
Securities.....		88,970.00	—	88,970.00	—	—
Real Estate.....		354,702.72	—	354,702.72	—	—
Temporary Investment.....		51,264.85	—	51,264.85	—	—
Farm Machinery (net).....		4,914.14	—	4,914.14	—	—
Mennonite Press.....		27,500.00	—	27,500.00	—	—
Due from other funds.....		13,388.55	13,388.55	—	—	—
Prepaid expense.....		8,517.08	8,517.08	—	—	—
Educational plant.....		782,839.49	—	—	—	782,839.49
Auxiliary plant assets (net).....		158,350.13	—	—	—	158,350.13
Maintenance equipment.....		9,513.71	—	—	—	9,513.71
Total Assets.....		\$1,602,384.28	\$48,269.98	\$599,824.17	\$3,586.80	\$950,703.33
LIABILITIES						
Accounts payable.....	\$	4,760.03	\$ 4,760.03	\$	—	\$
Deposit accounts.....		21,771.40	2,618.52	19,152.88	—	—
Due to other funds.....		13,388.55	—	13,388.55	—	—
Total Liabilities.....	\$	\$ 39,919.98	\$ 7,378.55	\$ 32,541.43	—	—
FUND BALANCES AND SURPLUSES						
Deferred income.....	\$	2,940.07	\$	\$ 2,940.07	—	\$
Fund balance and surplus						
Loan funds.....		3,586.80	—	—	3,586.80	—
Permanent endowment.....		402,185.40	—	402,185.40	—	—
Endowment restricted as to income.....		71,461.23	—	71,461.23	—	—
Annuity funds.....		45,911.30	—	45,911.30	—	—
Temporary Funds serving as endowment.....		44,784.74	—	44,784.74	—	—
Net investment in plant.....		950,703.33	—	—	—	950,703.33
Surplus (operating capital).....		40,891.43	40,891.43	—	—	—
Total fund balance and surplus.....		\$1,562,464.30	\$40,891.43	\$567,282.74	\$3,586.80	\$950,703.33
Total.....		\$1,602,384.28	\$48,269.98	\$599,824.17	\$3,586.80	\$950,703.33

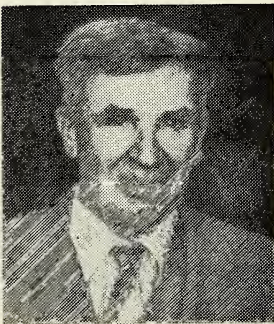
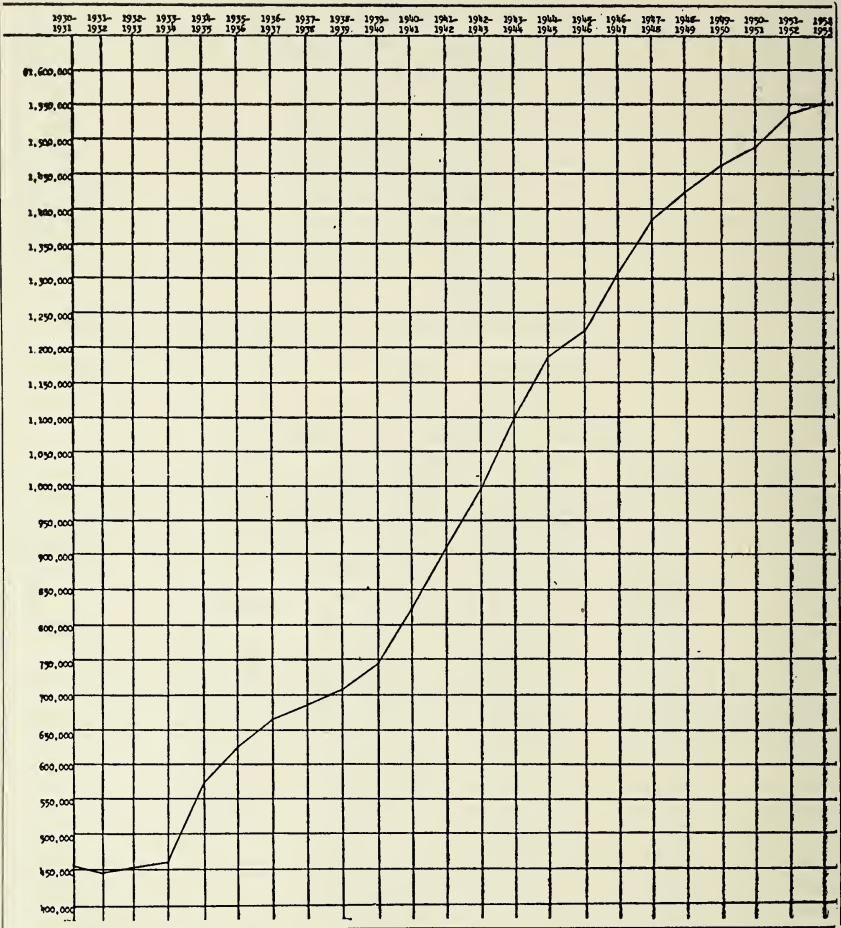
Table 4. Gifts per year, 1932-53

1932-1933	\$ 16,552.48	1943-1944	\$122,012.89
1933-1934	12,339.64	1944-1945	103,544.17
1934-1935	21,809.00	1945-1946	56,111.00
1935-1936	61,629.45	1946-1947	53,361.83
1936-1937	54,113.04	1947-1948	90,414.50
1937-1938	36,002.21	1948-1949	78,202.17
1938-1939	39,312.64	1949-1950	62,651.35
1939-1940	39,405.74	1950-1951	50,609.17
1940-1941	74,418.77	1951-1952	79,690.73
1941-1942	105,520.14	1952-1953	65,152.30
1942-1943	73,821.31		

Table 5. Comparative Fund Balance, 1932-53

Year	Current	Plant	Endowment	Debt	Net Worth
1931-32	\$14,838.71	\$290,504.73	\$282,274.91	\$141,329.87	\$ 446,288.48
1932-33	13,812.52	290,450.88	286,486.38	139,984.11	450,765.67
1933-34	14,256.43	291,993.40	292,515.02	130,365.05	468,399.90
1934-35	12,061.09	368,043.21	311,810.61	121,634.99	570,279.92
1935-36	19,609.60	386,715.23	316,216.30	99,004.72	623,336.51
1936-37	23,997.38	415,071.64	317,917.76	89,475.05	667,611.73
1937-38	18,101.89	443,019.71	308,547.17	89,850.41	680,518.38
1938-39	20,912.08	452,869.83	322,075.09	85,316.39	710,540.61
1939-40	19,255.76	477,504.70	320,324.81	80,340.34	746,675.93
1940-41	27,500.51	540,825.05	359,975.71	101,333.11	826,968.16
1941-42	36,764.41	550,692.10	420,114.17	90,666.37	916,704.31
1942-43	51,275.46	559,942.35	456,143.49	73,646.53	993,314.77
1943-44	55,114.31	561,636.72	516,706.32	33,267.98	1,100,189.37
1944-45	48,413.95	568,855.99	571,371.80	—	1,188,641.74
1945-46	48,802.71	585,462.96	589,833.28	—	1,224,098.95
1946-47	67,641.45	622,043.71	618,225.43	—	1,307,910.59
1947-48	54,688.19	680,223.52	649,254.99	—	1,384,166.70
1948-49	30,044.55	726,631.70	672,967.96	—	1,529,644.21
1949-50	43,541.06	750,990.41	667,675.39	—	1,462,206.86
1950-51	43,972.69	808,111.27	636,344.19	—	1,488,428.15
1951-52	43,857.10	869,199.21	624,830.49	—	1,537,886.80
1952-53	40,891.43	950,703.33	567,282.74	—	1,562,464.30

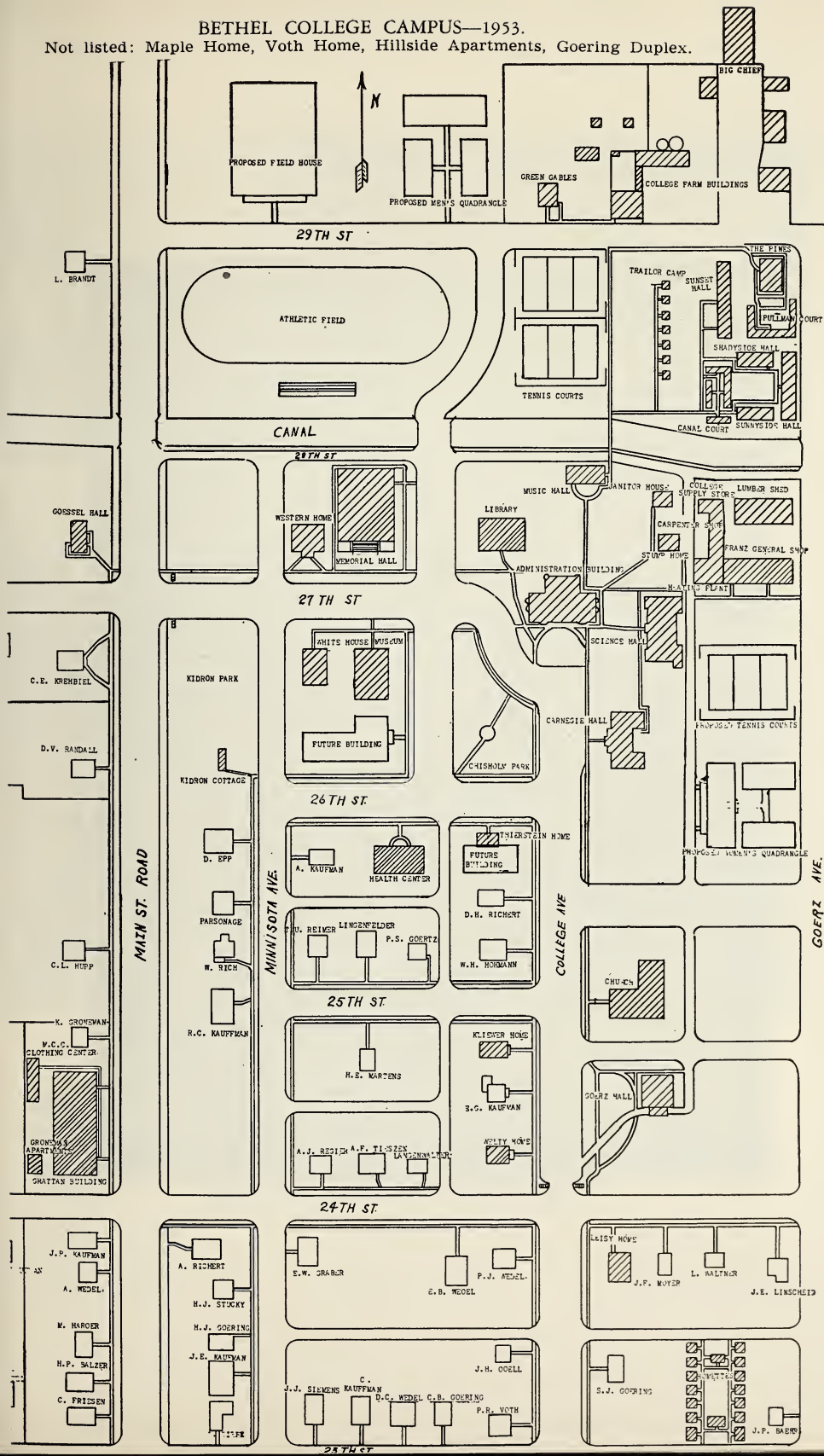
Table 6. Growth, Net Worth, 1932-53

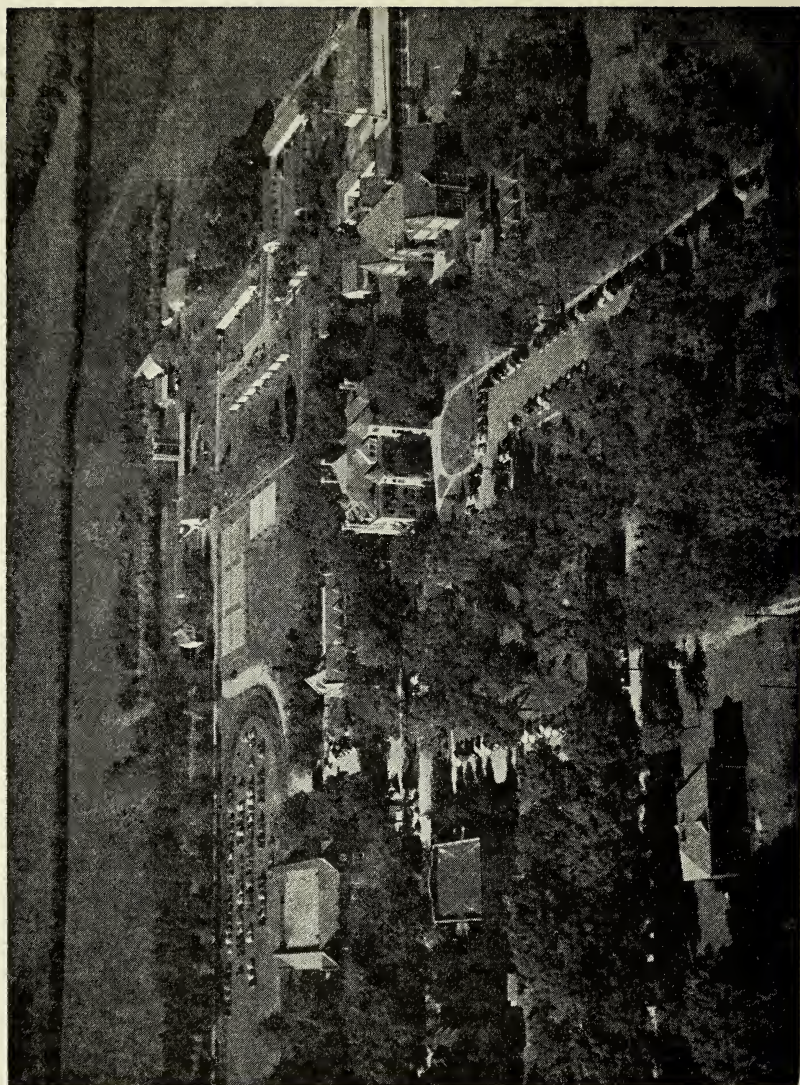


ADOLPH G. GOERING

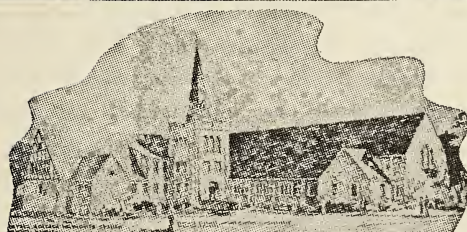
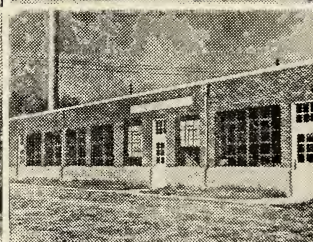
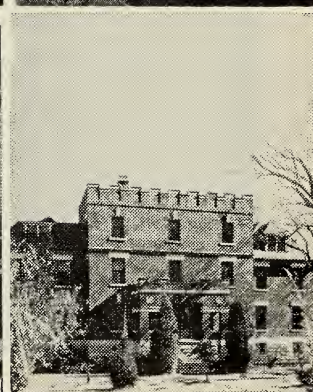
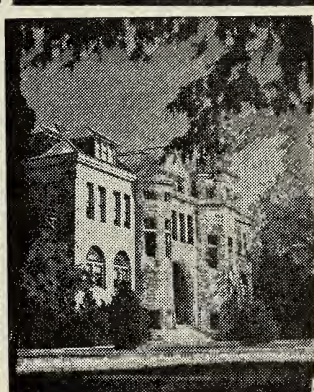
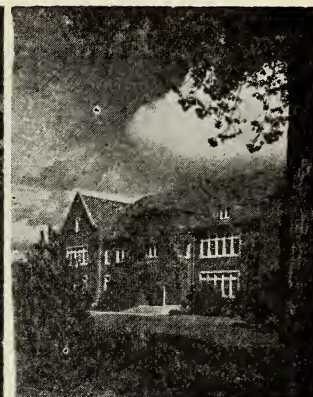
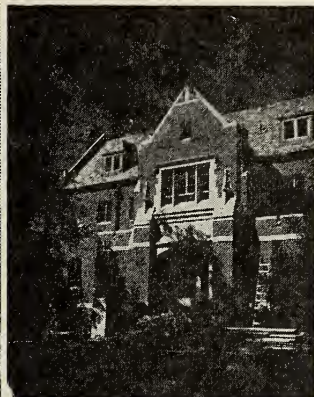
For some years Adolph G. Goering of Moundridge, Kansas, has given serious consideration to the need of fireproof dormitories at Bethel College. In 1953 he donated 240 acres of valuable land, located within the city limits of Wichita, Kansas, to the College with the understanding that this land be sold and the proceeds used by the College for a men's dormitory. This has been done and the \$216,000 so realized is to provide a much needed dormitory housing over 100 men. At this writing arrangements for the construction of this building are in process.

Not listed: Maple Home, Voth Home, Hillside Apartments, Goering Duplex.





AIR VIEW OF THE CAMPUS—1932.



MEMORIAL HALL
ALUMNI HALL
GRATTAN BUILDING
COLLEGE SEAL

LIBRARY
ADMINISTRATION BUILDING
HEALTH CENTER
COLLEGE CHURCH

SCIENCE HALL
CARNEGIE HALL
FRANZ SHOP
COLLEGE EMBLEM



"WHERE THERE IS NO VISION THE PEOPLE PERISH"

Make no little plans; they have no magic to stir men's blood and probably will not be realized. Make big plans; aim high in hope and work, remembering that a noble, logical diagram once recorded will never die, but long after we are gone will be a living thing, asserting itself with ever-growing insistency. Remember that our sons and grandsons are going to do things that would stagger us. Think big!

—Daniel H. Burnham

THE STORY OF BETHEL COLLEGE
Part V
IN RETROSPECT

PART V. IN RETROSPECT

CHAPTER XXVI, IN RETROSPECT

It is difficult to evaluate properly contemporary movements or events. Perhaps sufficient time has elapsed to permit a brief attempt at a fair and unbiased evaluation of the work of Bethel College, including its immediate predecessors, the Emmatal and the Halstead schools. The cornerstone of the Administration Building was laid on October 12, 1888, but school did not actually begin until September, 1893. Hence in September, 1953, it was 60 years since the opening of school, and in October, 1953, it was 65 years since the cornerstone laying. To what extent then has Bethel College realized its objectives? What agencies have contributed to its success? What spirit has pervaded its work and prompted its actions? What factors have contributed to its growth and determined its lines of progress? What has been its influence upon the cultural life of the constituency? Doubtless, such questions crowd in upon the reader as he prepares to close the book and lay it aside.

A. Bethel College a Child of Faith

Bethel College is a child of faith, of a fourfold faith: faith in God, faith in the cause of Christian education, faith in the Mennonite church as a factor in building the Kingdom of God, and faith in the constituency. All these were present in varying degrees in the minds of the founders, and they have continued dominant in the minds of their successors through the years. They were all needed, for the task that confronted them was Hurculean in proportions. The obstacles were many and varied. Not the least of these were financial. The enterprise at its beginning would call for heavy sacrifices from a more or less poverty-stricken, immigrant people, and even after establishment would call for steady and liberal support. The early struggle for existence diverted attention from the higher things of life very often.

Indifference, even outright hostility toward higher education, were not uncommon among the constituency. There was the belief that "consecration" was a sufficient qualification for the church worker; thus persons with more than an elementary education were objects of suspicion and distrust. Different religious ideologies have at times cast their shadows over the problem of Mennonite higher education. It was under such conditions and in such an environment that Mennonite higher education had its beginnings in the Middle West.

1. *The Early Leaders.*—The men who founded Bethel College and shaped its early destinies were men of more than purely elementary, but nevertheless, of limited education. They believed that Mennonite doctrines and beliefs were worth perpetuating. They had a vision of a mission the Mennonite church could perform, the vision of a great need but also of great possibilities. They held to the conviction that the successful performance of this mission required that the training of its workers be done within the framework of Mennonite teachings and Mennonite influences, rather than be left to the state or to other denominations. Although agreeing that the first and greatest need of the Christian worker is consecration, they also believed that a thorough Christian higher education can be a very definite asset in Christian work. Thus the men at the helm inspired by a vision of a great need, undergirded by a great faith, and directed by a very definite purpose, undertook the great task and carried it to successful completion. Faith, vision, purpose; these stand out as the great motivating powers in the history of Bethel College, not only of the founders, but of their successors in positions of responsibility even to the present day.

2. *A Growing Institution.*—Bethel College has not experienced a mushroom growth. In a modest way the proverb, "Great oaks from little acorns grow," may be applied to its history; not only to its modest beginnings, but to its slow development and to the results thus far achieved. These results are the more impressive in view of the many difficulties which have beset it throughout its history. Beginning in a small rural schoolhouse with one instructor and thirty students, unknown to everybody except its small immediate constituency, it now has a faculty, staff and assistants of more than seventy-five persons and a student body of around 600 for a complete school year; six buildings devoted exclusively to academic purposes, several of which rank with the finest of their kind in the state, besides some twenty auxiliary buildings and an athletic field large enough to accommodate all the various types of College athletics.

It is no longer housed in an unused, rustic schoolhouse of the "Silent in the Land," but within limits it may be said to have become a temple of learning known to and beyond state and national boundaries. Its curriculum has expanded from the original rural school and sub-academy content to a complete and accredited four-year college course leading to bachelor's degrees in several fields. For some years now pre-professional courses have been arranged for students planning to enter certain professions. In all these changes it has sought to build on the foundation which is its motto: "Other foundation can no man lay than that is laid which is Jesus Christ," (I Cor. 3:11).

B. The Academic Life

1. *The Faculty*.—An important factor in determining the standing of an educational institution in the academic world is the academic status of its instructors. In a professedly Christian institution mere academic qualifications, while they are not to be relegated to a purely subordinate position, cannot be considered the only criterion to apply to its faculty members. The maintenance of high scholastic standards demands a faculty of high scholastic achievement. The realization of the aims and purposes of a Christian college requires instructors with definite Christian convictions, high ideals, and a willingness to demonstrate the Christian way of life by precept and example. It has been the constant effort to meet these requirements to the fullest degree possible in the employment of instructors.

The limited preparation of the students of the Emmatal and the Halstead schools imposed no very high academic requirements upon the instructors, but even so the men who taught these schools had thorough preparation far in excess of the immediate needs of instruction. With the improvement of instruction in the public schools, the demands upon the academic qualifications of the instructors grew; efforts to meet curriculum and student needs and demands with properly qualified instructors have never ceased. New instructors have not always met requirements or expectations. There have been misfits and inadequacies, and there has been internal dissension. There has also been the lure of larger fields of usefulness, of greater opportunities, of greater emoluments, of new family relationships, etc. In fact, the faculty turnover presents a picture highly analogous to the turns of a kaleidoscope. Nevertheless, there has been a steady improvement in faculty ratings, and today the Bethel College faculty easily ranks on a par with faculties of other colleges of the same type.

To put the picture in its true light, mention must also be made of the sacrificial character of the services faculty members have rendered the institution. Most of them have served at a financial loss to themselves, especially if their services have extended over a longer period of time. Faculty loads, too, have been excessive over most of the years. It all has been a part of the price of pioneering, and the rewards of the pioneer do not lie in ease and comfort or great financial returns; he must find his satisfactions in other than the material things of life. Personal relations between faculty members have been cordial almost without exception throughout these years.

2. *Curriculum and Instruction*.—In arranging its curriculum Bethel College has given first consideration to the conscious needs and expressed wishes of the constituency. From the very beginning the wider field of higher education, which so far had been largely closed to Mennonite youth, held out a lure that could not be resisted. The expansion of the

curriculum required much careful thought and cautious procedure, because of the different educational and religious ideologies among the constituency, to say nothing of negative attitudes, criticism, indifferences and apathy, or the demands of an eager youth for greater opportunities. In arranging the curriculum efforts had to be made to strike the golden mean between the ideas of a rather conservative constituency and the demands of an increasing number of young men and women to whom the lure became irresistible once they had caught the vision of a "promised land" ahead.

Other considerations that could not be ignored were the very definite purpose for which the institution was originally founded and for its pioneering character; Bethel College was in a very real sense a trail-blazer of Mennonite higher education in America. It never had and does not now believe in the status quo of its curriculum or instructional setup. It has sought to remain in touch with the constituency and at the same time has striven to offer Mennonite youth the opportunities it desired insofar as they were possible of attainment. Progress has been slow and has been the result of careful study not only of constituency needs, but of tendencies in the general educational situation in the country. Pertinent faculty studies have been specially fostered under the administration of the last two decades and have been an important factor in curriculum and instructional revision.

The aims and methods of instruction have undergone marked changes from what was formerly largely "text-book absorption" to a fuller realization of education as a preparation for the fullest life possible. Bethel College takes account of the great diversities of talents and skills of human beings and seeks to give the widest opportunities for their development within the limits of the field it seeks to serve. It realizes that cultural values are not confined to the activities of the intellect, but that cultural experiences can come through the senses, the eye, the ear, yes, and the hand, too. It seeks to put the student as much as possible into actual life situations and to put him in contact with as wide a range of such situations as possible. It has come to realize the disciplines, the cultural values of things formerly excluded from the liberal arts curriculum and has broadened its curriculum accordingly. The trend has been toward greater unification of the various fields, to soften sharp lines of demarcation, to construct a more integrated curriculum, which will assist in the formation of more integrated personalities. Man lives in a threefold relationship: relationship to God, to man, and to nature. The Bethel College curriculum and instruction are based on the conviction that only through the establishment of a proper balance between these relationships can a properly integrated personality be formed. Students are required to take work in all these areas before they can become candidates for a degree at Bethel College.

Scholarship has been maintained on a high level, even during the early years when instruction was largely on the secondary level. Bethel College students who entered state and other higher institutions were given a high rating before modern methods of standardization of college and university work came into vogue. The records of more recent students at graduate schools have been quite uniformly good.

3. *Social and Religious Life.*—There is no more important phase of college life than the social and religious side. Much of what is taught in classroom or demonstrated in the laboratory or superficially absorbed in reading assignments is soon forgotten or finds little application in later life. The formation of proper social as well as personal religious habits and attitudes is fundamental in the development of the Christian life. In the early days social life at Bethel College took its cue largely from the social customs and practices of the immediate constituency. Since it drew students from a great diversity of backgrounds, the task was not always a simple one.

During the early years the freer association of the sexes of later years was much frowned upon. Social contacts between the sexes had to conform to more or less openly accepted standards of the elders. These were apt to incline toward the puritanical. In the course of years a much more liberal attitude developed among the constituency, reflecting itself in the social life of the students. One sometimes wonders if a partial return to the older and more formal ways would not prove desirable in some respects. Certainly the almost unrestrained and indiscriminate association of the sexes in our day can be considered an important factor in the disintegration of the family life of our day. Bethel College has sought to make social activities not merely a diversion, a respite from the daily school routine, but also a preparation for more fruitful and more enjoyable living.

In accordance with the original aims and purposes of Bethel College the religious life and religious instruction have been given strong emphasis from the beginning. The simple statement of aims in the catalogs of the Halstead school to give the school a "religious tone" and to give students an opportunity for the "development of their religious nature" was repeated and elaborated again and again in the reports of the Conference school committee and of the board of directors, and re-emphasized and restated in more complete form by the faculty and the board in 1941. These statements have been the guiding principle in shaping the religious life and instruction in Bethel College throughout the years. True, there have been differences of opinion, and controversy has at times been severe. The greatest crises in the history of the institution have revolved about religious instruction. The attitude of a progressively conservative constituency has been a wholesome restraining factor when extreme tendencies manifested themselves. Bethel College has ever been

conscious that hers has been a human task; that she is only a gardener, that she can only plant and water, but that God must give the increase. (I Cor. 3:6)

Religious instruction in class has not only been available to every student but has been a requirement to which there have been few exceptions, and no student has been granted a diploma from Bethel College without satisfying the faculty that religious instruction here or elsewhere has been a part of his preparation for the active duties of life. There has been abundant opportunity to supplement this class instruction by participation in many forms of Christian activity. Such as membership in the local congregation, the Student Christian Association, the Student Volunteers, the Student Ministers Fellowship, the Peace Group, and Gospel Teams. Regular chapel services, special programs and meetings such as Bible Week, Christian Life Week, as well as special speakers, give abundant occasion for the broadening of the spiritual horizon and the deepening of the spiritual life.

4. *Other Extracurricular Activities.*—These have come to play an increasingly important part in student life at Bethel College. The only activity of this kind deserving of the name at the Halstead school was the literary societies. With the transfer of the school to Newton and the consequent increased attendance, other extracurricular activities began, but progress was slow. It is a far cry from the few poorly organized, spasmodic efforts of these early activities to the systematic and well-organized intramural and intercollegiate activities of today. Some, especially athletics and some forms of music, found their paths especially thorny. With the increase in the attendance, student interests and student preferences began to assert themselves more and more in these fields also, and in the course of time the extracurricular area expanded until today it covers all the various fields of instruction.

The tendency, especially in recent years, has been more and more to integrate these activities with the regular curriculum and to consider them as useful means in the achievement of the purposes of a college education. Progress has been slow, and only intramural activities were permitted in the early years; intercollegiate contests of any kind were frowned upon. A more liberal attitude gradually developed among the constituency and the pressure from within became more and more insistent. As a result Bethel College now participates in intercollegiate activities in both forensics and athletics. An important feature in the development of extracurricular activities has been the growth of dramatics and the replacement of the literary societies by departmental clubs. These cover not only the various phases of the curriculum, but reach over into the applications to practical life—professional, social and religious.

Deserving of special mention is the part music has played in the extracurricular life of the school. During much of the early years music may

be considered to have been purely an extracurricular activity since no credit was allowed for it in any form. Choral music was begun early and has played an increasingly important part during the years. The Bethel College Chorus has achieved a wide reputation, and men's and women's choruses, quartets, etc., have helped greatly in advertising the school and bringing it into favorable notice not only by the immediate constituency, but beyond its borders.

5. *The Library*.—To call the small unclassified assortment of mostly old books of the early day a "library" is a rather elastic use of the term. Largely because of the very elementary level of instruction the library then played a very minor role in the work of the school. This applies more especially to the days of the Halstead school. Even in the construction of the Main Building of the present Bethel College, the smallest room in the entire building was at first set aside for library use. The books were not catalogued or classified according to any standard system; student assistants under a faculty "librarian" were put in immediate charge. The library lacked the accessibility and availability characteristic of modern libraries.

The trend was, however, in the right direction from the very beginning. The income from the small College bookstore was set aside for the purchase of library books. Frequent donations gradually increased the value of the library. At present it contains over 30,000 volumes, carefully selected and properly classified and catalogued; it is in charge of a trained, full-time librarian, and has a regular annual budget. It is well stocked with standard reference books, periodicals and magazines, covering many fields. It has been moved repeatedly beginning with the smallest room to larger rooms until it occupied the large room under the chapel on the main floor and nearly the entire basement of the Administration Building. At present it is housed in the spacious new library building, one of the finest of its kind among church colleges.

6. *The Laboratories*.—The story of the Bethel College laboratories is pretty much a repetition of the story of the library. The study of science had to prove its worth as an integral part of the curriculum and also to refute its reputation as a negative influence in religion before it could hope for much support from the constituency. Science laboratories apparently formed no part of college equipment in the minds of the founders. The expense of equipping such laboratories also was a stumbling block, but the drift toward scientific study was irresistible. Beginning with a few simple demonstration experiments, individual laboratory work was introduced on a rather primitive scale. Some of this was done in the classroom, but the growing interest in the work made the equipping of laboratories an absolute necessity.

The first laboratories were rather crude. They had neither gas, electricity, nor running water, and the tables were of the homemade type,

sometimes made of remnants, odds and ends, such that even a skillful carpenter found difficult to build into an acceptable piece of furniture. During the earliest years, too, the instructors bore a considerable share of the expense of maintaining the laboratories. Instruction in this field remained greatly hampered until the erection of the Science Hall, which not only relieved the congestion at the time but also made allowance for future expansion. The present science laboratories are modern in every respect, and instruction in science has come to be regarded as an integral part of a college education. The attitude of the constituency, too, has changed for the better, especially since science has very largely yielded in its lofty claims as the final arbiter of all human affairs. An important accession to the science facilities was the acquisition of the Kauffman Museum in 1940.

7. *Students, Ex-students and Alumni.*—There has been a marked change in the student body in several ways. The academic preparation of the students has risen from a sub-academy level to the completion of a full, four-year modern college course. The spirit of mutual friendship and esteem between students of different cultural and religious backgrounds has also changed. The student body forms a much more unified group than at the beginning. Denominational and other barriers have been largely surmounted, and an *esprit de corps* is gradually developing which, if wisely directed, promises well for the future. Extracurricular activities must be given a share of the credit for this. The friendships formed, the mutual confidence developed by closer acquaintance between students from widely separated communities, and more intimate contacts resulting from common interests and common aspirations, the striving for common ideals, yes, and a spirit of friendly competition, these are some of the things that have made for a spirit of solidarity among the student body, though much more can be done along this line. Deserving of special mention are the efforts made to assist students in working their way through college by the adoption of an extensive work program.

The relations between Bethel College and its alumni and ex-students have not received the attention they deserve in the past; but considerable progress having been made recently, the outlook for the future appears promising. There is no greater means of strength and support for an institution of learning than a live, wide-awake, enthusiastic group of alumni and ex-students, and recent efforts to bring about closer cooperation between the College and its alumni deserve every encouragement and support. The action of the alumni association in opening its doors to ex-students is a step in the right direction. Another desirable step would be a closer relationship between alumni and ex-students on the one hand and the currently attending student body on the other. Class memorials, begun by the first college class (1912), and donated by every class since.

have been tokens of goodwill and are helping to knit closer the bonds between alumni and the College.

The burial of a class vault in the concrete walk in front of the Main Building, begun by the class of 1937, has been maintained since. In the vault are enclosed letters describing the plans and hopes of each member of the class. At the tenth anniversary of the class the vault is opened and the letters are read in the presence of the class and invited guests. The vault is then reburied with new letters by the members of the class, to be reopened at the twentieth class anniversary. The practice has given new zest and meaning to the decennial reunions.

C. The Material Resources

1. *Finances.*—If willingness to support a cause financially is any criterion by which to judge its popularity, the financial experiences of Bethel College, as related in the preceding pages, leave little doubt that the Bethel College enterprise was not the most popular one the constituency was asked to support. Dependent only upon student tuition and free-will contributions of the congregations and charitably inclined members of the church, the Emmatal and the Halstead schools proved conclusively that an endowment fund was absolutely necessary, if such an enterprise is to succeed. Accordingly, when Bethel College opened its doors in 1893, it began with an endowment fund of over \$60,000 and a total evaluation exceeding \$100,000. By some this was considered ample to put the school on "easy street"; consequently support was often given only grudgingly. This attitude was due in a considerable measure to the belief that teachers led a life of ease and were, therefore, not entitled to much remuneration, an assumption which even now finds support in many quarters. The faculty salary scale began with about \$500 during the early years, but was gradually raised. Even during the second decade of the present century ideas that salaries of \$800 were "colossal" and that no one could *earn* more than \$1,000 a year were openly expressed.

For most of the years a debt hung like a pall over the institution, and at times threatened its very existence. That it weathered the storms successfully was due in no small measure to the sacrificial spirit of its faculty which was called upon to make the sacrifices necessary to continue operations. How much of the present status of Bethel College is due to this spirit will never be known. Perhaps two points need to be especially brought home to the constituency: one, the doubtful ethics of paying a teacher "starvation" wages and then turning him out at the end of a lifetime of service on a meager pension or no pension at all; the other, that when a teacher retires, his capital, unlike that of the farmer or the businessman, is no longer invested, no longer brings him returns, unless given an opportunity to invest it elsewhere.

Nevertheless, the general financial trend of Bethel College during

these years has been upward. The endowment fund, though jeopardized on occasion, has grown almost without interruption until at present it exceeds \$567,000.00. The plant valuation exceeds \$950,000.00 with the current fund close to \$41,000.00 giving the institution a total valuation of over one and one-half million dollars. Continued solicitation of the constituency, repeated intensive financial campaigns, close supervision of expenditures, increased material prosperity of the constituency, a greater appreciation of the value of higher education, recent larger gifts from friends of higher education; these, together with the sacrificial spirit of a faculty which placed service to a cause above emolument, and the untiring efforts of an administration to save a threatening situation, have been the important factors in bringing the institution to its present, financial unencumbered standing. The removal of the debt in 1945 promises a new era for Bethel College in a financial sense also; but the needs for the future are still so urgent as to call for the continued prayerful and liberal financial support from the constituency and friends of higher education.

2. *Campus and Buildings.*—Beautification of the campus was a part of the original plans of the founders; and certainly the open prairie selected as the site for the new institution presented an opportunity the challenge of which could not be overlooked by board, faculty, students, or friends. Much systematic planting of trees and shrubs has been done during the years. The private homes that have been erected on the campus with attendant improvements have added much to the attractiveness of the place. Street improvements, too, have contributed not only to the accessibility but also to the general appearance of the campus. While much has been done along this line, the realization of its full possibilities is still a matter of the future. The Kidron, the little stream that winds its way through the western part of the campus, presents possibilities that have so far been almost entirely overlooked. A little touch of nature "in the raw" here and there, if wisely utilized, can often add much to the effectiveness of a scene. Man's cooperation with nature will often bring about effects which neither man alone nor nature alone can accomplish. There are still unused possibilities for beautification of the campus under the direction of an expert landscape artist, whenever the financial situation will permit the carrying out of proper plans.

The plant, including the Administration Building, Science Hall, Memorial Hall, Alumni Hall, Library, the new church building, along with many other smaller buildings, is much to be grateful for; however the plant is still far from adequate, especially for a growing institution. The problem of student housing has been a perennial one. Less progress has been made in this respect than almost any other. With the exception of the war years, these facilities have been generally overcrowded. Dur-

ing the early years housing conditions on the campus left much to be desired, although the students of those years were not accustomed to modern conveniences in their own homes, and so were not aware of their absence in student homes. Improvements came about slowly, and at times students had to get along without some of the conveniences to which they were accustomed at home. Fireproof dormitories have long been needed. Recently funds have been secured for a men's building. Arrangements for the construction of a dormitory housing over 100 men are now underway. Prospects for a new fireproof dormitory for women in the not too distant future are also promising.

D. The Constituency

1. *The Corporation and the College Board.*—The College board serves in a liaison capacity between the Corporation and the school, while the Corporation can be said to serve a similar function between the constituency and the board as well as the College. As the Alumni Association matures it also increasingly takes its rightful place as the promoter and supporter of the College.

2. *Auxiliary Organizations.*—No picture of the present Bethel College would be complete without mention of the several auxiliary organizations that are active in the interest of the school. While women's organizations have made valuable contributions to the institution from its very beginning, these efforts often were more in the nature of relieving an emergency than definite long range policy. When a need became urgent and the finances of the institution were low, women's organizations would come to the rescue; but this was usually more on their own initiative than on that of the College. With the formation of such organizations as the Bethel College Fellowship, the Bethel College Women's Association, and others, more definite planning and the adoption of long range policies followed; hence Bethel College has increasingly felt the beneficent influences of these new forces that have been set in motion. Their assistance takes the form not only of direct financial contributions or contributions in kind or in labor, but in helping to keep the institution constantly before the constituency, in keeping the interest alive, and in fostering a spirit of cooperation and loyalty among former students and the constituency in general. The Fellowships have been especially effective in shouldering much of the financial responsibility. The Women's Association has been very successful in the carrying out of special projects. Other organizations, while perhaps less conspicuously active, are making their influence felt in other directions. The On-to-Bethel Club is such an organization. These auxiliary organizations have been a great pillar of strength to the institution.

3. *The Constituency.*—The hope of the founders that Bethel College would become the center of higher education for the whole Mennonite Church of North America never even remotely approached realization. The lack of a common cultural or historical background, different educational and religious ideologies, the widely scattered geographical distribution, the lack of mutual contacts, a strong individualism, a widespread attitude of suspicion, and a general desire to be left alone, to be known as the "silent in the land" were barriers that foredoomed any efforts in this direction to failure. The things they had in common were mainly certain religious tenets and memories of countless harsh experiences received at the hands of the educated classes. Even within the narrower circles of what constitutes the General Conference group of Mennonites at present, the barriers could be removed only gradually by the mellowing influences of time and closer acquaintanceship. It is not surprising, therefore, that the Story of Bethel College in its relations to the constituency presents a picture of much indifference, and at times, of opposition and even open hostility. Administrative mistakes, too, played a part, though a minor part only, in determining constituency attitudes.

Of the barriers mentioned, the greatest were indifference or lack of appreciation of higher education, and differences in educational and religious ideologies among the constituency. With the general spread of education the first factor has been overcome to a very great extent. Higher education no longer is considered the ogre that can devour people body, mind and soul. It has come to be quite generally accepted that a well-rounded higher education, when properly grounded and wisely directed, can add much to the enjoyment, usefulness, and effectiveness of life.

The second barrier, unfortunately, still constitutes a divisive factor not only as regards individuals but even affecting entire congregations. The effects of the two world wars, which have been a most potent factor in bringing Mennonites nearer together in various areas, are making themselves felt in the field of higher education also. Only insofar as the spirit of Jesus Christ is given fuller sway, not only in individual lives, but in the life of the church as a whole, will these differences give way to a better understanding of each other and lead to a fuller cooperation in all Christian enterprises, including that of Christian higher education.

A weakness of the early years was the lack of continuous, systematic publicity. The earliest efforts hardly deserve the name of publicity. Announcements of the opening of school in the church papers, and visits in the congregations by the principal or by other faculty members, who perchance were ministers, constituted about the sum total of the efforts to place the school before the public. Visits in the homes of students by these men were high lights in the life of the family. College-bred men, once they had won the confidence of the people, were held in high esteem; but organized publicity and intensive student solicitation are only of

very recent origin. The results of such activities would seem to imply a loss of opportunities, the utilization of which might have materially affected the progress of the institution during the earlier years.

Services to the constituency have taken a variety of forms. Bethel College has sought throughout its history to remain true to its original purpose, the preparation of teachers and church workers for the constituency. During the first years of the immigration, public school teachers had to be "imported" from outside of the Mennonite denomination. This has completely changed in the course of the years. Bethel College now not only supplies the great bulk of the public school teachers in Mennonite communities, but supplies a considerable number to schools outside of the Mennonite denomination. They have found their field of service in parochial schools, in elementary and secondary public schools, and in colleges and universities. Many have received their pre-professional training here; research, too, has found its devotees among its ex-students and graduates.

Success has also been achieved in the field of religious work. Increasingly has Bethel College supplied the needs in this field. An inspection of the rosters of Conference officers, ministers, and missionaries in the Mennonite yearbook shows that a large proportion of such workers are former students of Bethel College. While this is especially true of the Western District Conference, it applies in a limited degree to other conferences also. The labor of many others in less conspicuous fields of service, Sunday schools, and less definitely religious but nevertheless essential tasks in the life of congregations, should not be passed over as of no significance. For it is not the greatness of the task accomplished, but the faithfulness in accomplishing the task, big or little, that meets the Master's approval.

In the early years Bethel College actively sponsored the German Teacher's Association, which was an important factor in fostering religious instruction in the German schools, then prevalent everywhere in Mennonite communities. Religious meetings, lectures, and addresses on a variety of topics, organized extension work and adult education, conference work, etc., these have at various times and in varying degrees brought Bethel College closer to the people. The Memorial Hall Series of recent years deserves special mention here, as it annually brings several thousand people to the College for the best there is in entertainment in many different fields.

The corporate control of Bethel College as originally exercised has at times been a bone of contention among the constituency. It originally was intended as a temporary expedient, but the plan of the founders that it should become a Conference controlled institution was slow in meeting the approval of the Corporation. The plan has, however, been realized in great measure by the election of a majority of Conference-nominated

persons to the board of directors. This arrangement has apparently had a good effect in quieting disturbed waters. The wholehearted and united support of the institution by the constituency, even today, is still in the realm of the utopian, even though much progress has been made in the course of the years.

E. College Poems

Poetry has been called the "fruit of genius and the product of labor." Which, if any, of the following "poems" are spontaneous outbursts of a budding genius and which are merely laborious efforts to respond to external stimuli in poetic form is left to the reader to decide. They are given here as illustrative of a phase of student life and thinking at Bethel College as it sought to express itself in this special type of literature.

DEAR BETHEL

A school song used by the Ladies' Choir.

<p>Dear Bethel, oft of thee we're thinking, And mem'ries fond come trooping by; The tireless stars may cease their blinking But thoughts of thee shall never die; And tho' the years steal swiftly o'er us, And winter comes with biting sting, Our hearts with youth's undaunted chorus, Shall e'er with praise of Bethel ring.</p>	<p>We burn the incense of affection, As in thy sacred fanes we meet, While down the aisles of recollection, Come thronging forms we love to greet; And tho' life's bitter storms sweep o'er us, And pleasure bides on fleeting wing, Our hearts shall blend in loving chorus While Alma Mater's praise we sing.</p>
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To thee we pledge our proud allegiance,
Thy loyal ones are we, and true,
Nor time, nor tide, nor fortune's pageants
Shall daunt Maroon and Gray;
Then with thy glory e'er before us,
Our loving tribute we will sing,
And once again in hearty chorus,
Thy praise, dear Bethel, we will sing.

(Graymaroon, 1927)

Henry Schenkofsky, student in Bethel College, 1905-1908, has published several small volumes of poems. The following poem was written by him expressly for the *Bethel College Monthly* and appeared in the November 1923 issue:

WHEN THE BLUE GOES OUT

<p>Full of energy, hard at play; Little feet moving past the end of day; When told to stop and come in, A quiver moved upon his chin.</p>	<p>Then to his mother he made a plea To play as long as he could see; From her firmly came the "No!" O'er which he dared not go.</p>
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Sold to his faith like a saint of yore,
He stood there pleading at the door,
Pointing west, then all about,
"May I play till the blue goes out?"

The eccentricities of an instructor at times awakened latent poetic talent, as in the case of John W. Bixel, voice instructor, 1902-1908. The identity of the author is unknown.

WHEN PROF. BIXEL LEADS THE SINGIN'

Standin' there so tall and gaunt	Talk about your acrobat
Head agoin', arms aflingin'.	Or your pugilistic swingin';
Tell you its a funny sight	'Tain't one-half the sight you see
When Prof. Bixel leads the singin'.	When Prof. Bixel leads the singin'.

Every muscle just in tune,
 Ev'ry action notes abringin'—
 'Tain't no wonder music comes
 When Prof. Bixel leads the singin'.

(*Echoes*, 1908)

The "hide and go seek" performances of the gas during its first years on the campus gave rise to much complaint by the students. But even so there were those who could see humor in the situation as witness the following "poetical" outpouring of one of the "sufferers." The author's identity is unknown.

THE GAS

Gas is a very useful air,	At Bethel it is popular
Which, when it's lit, burns with a glare;	To have a Junior-Senior Fair.
It saves hard work on Banman's share,	This sure would be far pleasanter,
Provided it is always there.	If all the time the gas were there.
We all, as students, do declare:	Yes, gas at Bethel is our care
That gas is a convenience rare.	When Kappibonika does tear;
And in our dormitories fair	When not like in the springtime fair,
We suffer more than our share.	We with content can say, "It's there."

Oh pleasant days of spring!—they're here
 To keep us warm and give us cheer,
 And since in this part of the year
 We need no gas—it's here—how queer.

(*Echoes*, 1911)

The following poem, written by Miss Elsie Byler, f.s., instructor of English and dean of women in Bethel College from 1911 to 1913, was published in "*Echoes*," Volume III, by the Academy Class of 1913, and dedicated to Miss Byler, sponsor of the class.

SENIOR CLASS POEM

As Freshmen we came, Fair Bethel to thee,
 In search of true wisdom to set our minds free.
 O humbly we toiled, oft stumbled, oft fell—
 As we strove to work boldly and bravely and well.
 Then Sophomores proudly we sought after truth,

We dreamed with our classmates the glad dreams of youth.
 The future stood eager her prize to impart
 And, bounding with passion, each true loyal heart
 Vowed strongly to make in the years still to come
 The knowledge our fathers held truly his own.

Brave Juniors we struggled to reach our high goal
 Unbent our best powers with heart and with soul;
 We wrestled with Science and Languages too,
 In History and English our ardor still grew;
 As Seniors, alas, our goal we have found
 Recedes as we near it—is sought but not found.
 It beams and it gleams far fairer than dawn
 Alluring, evading, then waits farther on.

We rue not our toil, we rue not our time,
 We thrilled with the longing, forever to climb.

Blest heritage, Bethel, thou gavest to us,
 None other can lead us so truly as this.
 The knowledge thou gavest may vanish away;
 One passion thou gavest remaineth alway.
 For tho we stay by thee, or tho we may rove,
 Or ours be the blessings of life and of love;
 What tho we win laurels, or tho we earn fame,
 Or grave deep in history each fair Senior name;
 From thee came a treasure far richer in sooth,
 'Tis the thirst for more knowledge, more wisdom, more truth.

Farewell to thee, Hebron, loved spot in the West,
 Farewell, Alma Mater, the truest and best,
 Farewell, we'll cherish in glad happy dreams
 Thy wide sunny prairies, thy low winding streams,
 Thy wandering winds that sweep over the plain,
 Thy clear azure skies, oft shadowed by rain;
 Thy friendship unbroken e'en tho we must part,
 Thy precepts still throbbing, thru mind and thru heart.
 O loyalty, Bethel, we'll pledge ere we roam
 Far, far from thy precincts, our dear College home.

—E.B.

BETHEL CARMEN

"Ano Nymus"

Dedicated to the students of Bethel College.

Bethel, teure Alma Mater
 Hoher Ideale Hort,
 Schirmerin echt-deutschen Wesens,
 Pflegerin von Gottes Wort,
 Wahre stets die echte Weisheit,
 Echte Wissenschaft und Kunst,
 Dein dann sei des Himmels Segen
 Freundes Hilfe, Glueckes Gunst.

Edle Gueter edler Vaeter
 Schaetze, wahre, mehre treu;
 Deutsche Sprache, Deutsche Sitten,
 Wahrheitsliebe, frommen Sinn,
 Edles Leben, hohes Streben,
 Menschenliebe, hohen Mut,
 Pflanze sie in aller Herzen,
 Derer die in deiner Hut.

Leuchte du stets unserm Volke
 Auf der rechten Lebensbahn
 Fuehre alle deine Kinder
 Vorwaerts, aufwaerts, himmelan;
 Sei auch mir ein rechter Fuehrer
 Leite, weise, lehre mich!
 Gott erhalt' dich, Alma Mater,
 Segne und behuete dich.

(*Monatsblaetter*, December, 1914).

MEINE MUTTER

Sarah Hiebert, '26 (Mrs. Wm. Penner)

Wenn einsam und alleine
 Ich in der Fremde bin,
 Dann zieht's mit maecht'gem Zuge
 Mich zu der Heimat hin.

Sie sitzt in grauer Daemm'ung
 Gedankenvoll allein,
 Die Haende still gefaltet—
 Ich weiss sie denket mein.

Es tritt vor's Geistesauge
 Mir ein so trautes Bild,—
 Ich seh im Abendschimmer
 Der Mutter Antlitz mild.

Wohl steigt ihr leises Seufzen
 Zum Vaterherz hinauf;
 Sie fleht um Gottes Segen
 Auf meinen Lebenslauf.

O lieber Gott im Himmel
 Erhoere doch ihr Flehn;
 Hilf dasz ich moege taeglich
 Auf Deinen Wegen gehn!

(*Bethel College Monthly*, June, 1923)

MY SONG

Mrs. Cora M. Nicodemus, '30

Pictures are made by using light and shade,
 Joys come from out the background of a cross,
 There is no failure in the plan God made,
 Nature, from out her store, sends good with dross.

The days of toil bring also nights of rest;
 And if through pleasure runs a thread of pain,
 Earth gives to each some portion of her best,
 A bow of promise surely follows rain.

ALONE

Anne Ruth Ediger, f.s., (Mrs. Karl Baehr)

"I live alone
 In a world of my own
 And there I reign supreme
 There good is good
 And all as it should
 In the light of my self-esteem."

And thus we talk
 As together we walk
 Along the paths of life
 But on our faces
 We see the traces
 Of our inner soul's fierce strife.

Perhaps we say
 That every day
 We follow our own course through
 That others go by
 With critical eye
 And we heed not the things they do.

But on this earth
 Of tear and mirth
 Each weaves for himself a plan.
 And the thread of one
 Ere his work is done,
 Meets the thread of his fellowmen.

THE CALL

John Bekker, '34

Come let us worship! For spring time is here.
 Come into nature! And find in it cheer.

There's singing and twittering
 In woodland and grass,
 The streamlets are murmuring
 Where swiftly they pass.

There's growing and planting
 Wherever you roam,
 And heaven blue's smiling
 With clouds on its dome.

There's sowing and planting
 In garden and field,
 While hoping and trusting
 Some time it will yield.

There's planning and shaping
 Of beauty in spring,
 There's purpose of making
 New born everything.

Come into nature! For you spring is here;
 God speaks through nature—so loudly and clear.

CLEAN-UP DAY

T.E.K. and F.R.R.

Twice a year, in fall and spring,
 Our spades and hoes and rakes we bring.
 We dig, scrape, scour, and scrub away;
 It's really work, but it seems like play.

We're each assigned our task to do;
 We never quit until we're through.
 We sometimes stop to take a rest;
 This gives us vim to do our best.

At dusk when we are almost done,
 We lunch on coffee and a bun.
 Our work we all survey with pride,
 For Prexy knows we've really tried.

(Graymaroon, 1938)

SENIOR COMPREHENSIVES

'Twas on a dark and dreary day
The seniors did assemble
Alas, no peace of mind had they,
Each heart did fear and tremble.

They settled in Room 202,
Each comforting the other
Suggesting divers things to do
Their ignorance to cover.

Unfortunately, it was no dream
Dean Goertz—alack-a-day—
Dear Goertz, how can you, dare you, seem
So calm and cool that way!

With all his dignity, the Dean
Explained in words quite simple,
To test our knowledge, it would seem,
The questions were quite ample.

"I'll give you each an envelope,
Your questions are therein.
You've brought your paper, so I hope,
And now you may begin."

And, anxious to disseminate
What knowledge they've acquired,
These seniors now "examine"
Their minds—they're so inspired!

"Three hours"—the supervisor's song
"That's definitely the limit!"
For some too short, for some too long,
Some need just one more minute.

Dear Friend, ne'er was such industry
On our own campus proffered
Since last year's seniors, now so free,
Through written comps, too, suffered.

(*The Bethel Collegian*, May 5, 1945)

DR. P. J. WEDEL—INSPIRATION

Harold Buller, 1945

See white-haired age and silver-browed,
In calm, reserv'd mind,
Slow-walking with a measured tread
And folded hands behind;
Alive within vibrant realm
Transcendent to my scope,
And breathing of a breath divine
Beyond my fondest hope—

Or so it seems; I do not know
Advancing age, if all be well,
Or if the mind of solemn mask
In burdened task may dwell
Within a livid load of pain.
If now the still unruffled brow
Beneath its calm a turmoil bears—
Doth God that strength endow?

Yet will I watch the silent soul
So deep in its reserve,
And never in my mounting days
From noble purpose swerve
To gain in spite of fears or pain
Such power of noble grace,
And bless the tears that through the years
Thus lineate my face.

ALMA MATER

Marty Kaufman, '48

To our Alma Mater
Our grateful voices sing
Her praises we echo—
Through halls with victory ringing.
A light in darkness,
Guide in our troubles,
Part of our every joy
We lift our hearts to thee
With a pledge of faithful loyalty.

With dear Bethel College
We stand for right and good.
A stronghold of knowledge—
A symbol of brotherhood.
We know that all nations
Seeking each other
Stand together strong
Preserve us, O God,
In this fellowship to which all
men belong.

(Sung at Homecoming Banquet, 1948)

BETHEL

Victor Krehbiel, 1950

Bethel means the House of God,
Where we, as students, all have trod.
Till the sidewalks were worn thru
And Prexy had them built anew.

No House of God can Bethel be,
Unless He's found in you and me.
So may we all in love unite,
To make the meaning true and right.

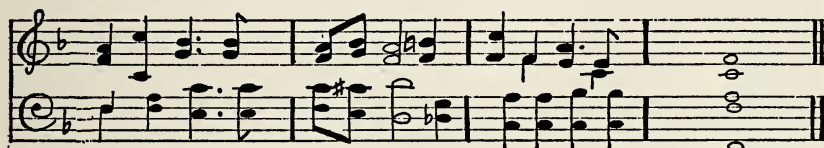
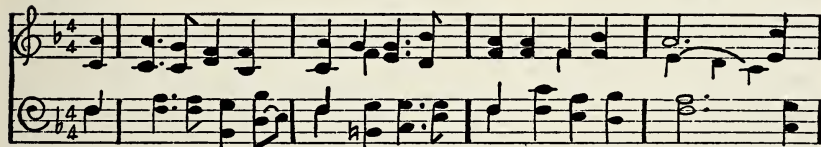
But do we ever take the test,
To see if we have done our best,
If each has tried with all his might,
To keep our Bethel meaning right?

May God each Bethel heart employ,
With love and peace and hope and joy.
That Bethel may forever be,
God's House until eternity.

Bethel College Pledge Song

RUTH BAUGHMAN, 1952

HARVEY HIEBERT, 1952



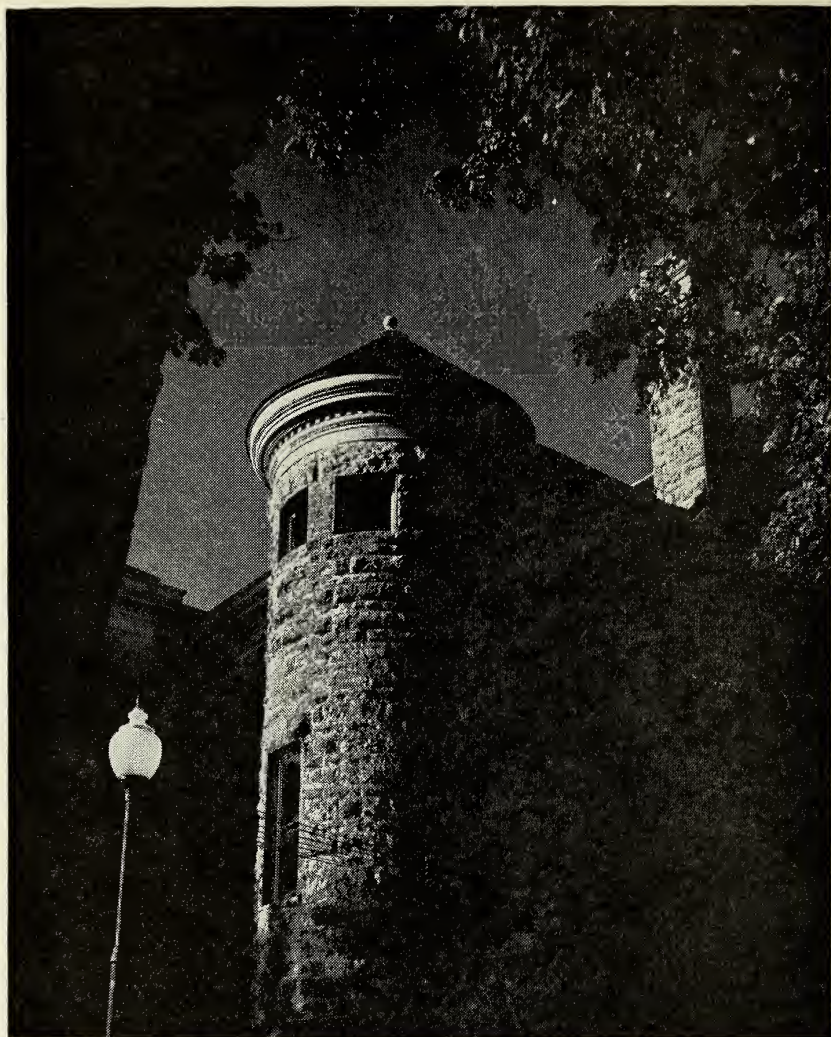
Of friendly halls and ivied walls,
Of Kidron's grassy ways
We hold the sacred memory
And sing the ardent praise.

Dear Bethel, now we give our vow
Of loyalty to thee,
Oh, spirit of the school we'll love
Until eternity.

The evening chimes, the happy times
With well-known book and friend
Are part of all we love, a store
Of wealth that will not end.

Oh hear our prayer, be with us where,
Oh God, you'd have us go.
And to our Alma Mater may
We only honor show.

(Sung at Alumni Banquet, 1953)



"LEAD KINDLY LIGHT."

Not as though I had already attained, either were already perfect: but . . . I press toward the mark for the prize of the high calling of God in Christ Jesus.

—Philippians 3:12 and 14

THE STORY OF BETHEL COLLEGE

Part VI

**APPENDICES, REFERENCE NOTES,
BIBLIOGRAPHY AND INDEX**

APPENDIX I

THE CHARTER

Certain defects in the Charter and the Bylaws of Bethel College became apparent quite early. The first attempt to amend the Charter was made at the seventh annual meeting on September 12, 1894. The two amendments proposed were adopted by a great majority of those present at the meeting, but it was found later that the necessary two-thirds of the membership of the Corporation required was not present and thus the attempt had miscarried. The second attempt was made at the eleventh annual meeting on November 9, 1898, and the proposed amendments were adopted but again with less than the required two-thirds majority present. This action was, however, validated at an adjourned session held on November 28, 1898, at which all legal requirements were met. It was again amended on May 15, 1918, on December 7, 1934, on November 7, 1935, and on June 20, 1945. Changes in the Bylaws have also been made repeatedly during the years. Since 1951 a committee is working on a complete revision of the entire Charter to be presented for consideration to the board and Corporation.

CHARTER OF THE "BETHEL COLLEGE OF THE MENNONITE CHURCH OF NORTH AMERICA" AT NEWTON, KANSAS, HARVEY COUNTY, KANSAS

We, the undersigned citizens of the state of Kansas, do hereby voluntarily associate ourselves together for the purpose of forming a private corporation under the laws of the State of Kansas, and do hereby certify:

FIRST: That the name of this corporation shall be "The Bethel College of the Mennonite Church of North America."

SECOND: That the purposes for which this corporation is formed, are as follows:

a) The building and maintaining of a college in the interest of higher Christian Education under the auspices of the Mennonite Church of North America through the agency of this corporation.

b) The organization and maintaining of different departments in said College such as English, German, Normal, Commercial, Art, Musical and any other department that the board of directors at any time may see fit to establish in connection with said college, also the teaching of any and all the higher branches of learning belonging to a full classical, literary or scientific course including instruction in biblical sciences and such other studies as the board of directors, together with the faculty of said Bethel College may at any time hereafter see fit to add to the regular course of studies. (See amendment A below)

c) The employment of the necessary number of professors, teachers, instructors and other employees to carry out the courses of study and to perform all the work connected with the college.

d) The erection and keeping in repairs of the buildings necessary for and belonging to the Bethel College.

e) The sale of any and all real estate that has been heretofore or may hereafter be donated by the citizens of Newton, or of Kansas, or of any other State of the United States of North America to said Bethel College for the purpose of creating a building and endowment fund or such other funds as may be necessary for building and maintaining the said Bethel College.

f) The conveyance of such real estate as described in the previous paragraph by warranty deed signed by the president and secretary of the board of directors under the corporate seal of this corporation.

g) The accumulation of funds for the purpose of building and endowing said Bethel College by receiving and accepting bequests, legacies and donations for such building and endowment funds.

h) The investment of such endowment fund in such securities as other private companies organized in this state are by law authorized to make investments in.

i) The collection of books for the Bethel College library by accepting donations of books and money toward the library fund thus created.

j) The collection of minerals, botanical and geological specimens, also the collection of apparatus and instruments of science and art for educational and scientific purposes by accepting donations of such articles or money for the purpose of procuring them or both.

k) The full and complete equipment of said Bethel College buildings with heating apparatus, gas fixtures, water conveniences, furniture, scientific appliances, and all modern improvements in the way of interior and exterior equipments of said college buildings.

1. The enclosure of the college grounds with fences, hedges, and trees, also parking and lawning the grounds and otherwise adorning and beautifying the same.

THIRD: That the place where the business of the corporation is to be transacted, is at the city of Newton, Harvey County, Kansas.

FOURTH: That the term for which this corporation is to exist is ninety-nine years.

FIFTH: That the corporate powers of said Bethel College shall be exercised by a board of nine directors or trustees, one-third of their number to be elected annually for the term of three years. (See amendment B below.)

a) The names and residences of those who are appointed for the first year are:

John J. Krehbiel, of Newton, Harvey County, Kansas
 Bernhard Warkentin, of Halstead, Harvey County, Kansas
 David Goerz, of Halstead, Harvey County, Kansas
 Heinrich H. Ewert, of Halstead, Harvey County, Kansas
 D. C. Ruth, of Halstead, Harvey County, Kansas
 Abraham Quiring, of Newton, Harvey County, Kansas
 C. R. McLain, of Newton, Harvey County, Kansas
 J. M. Ragsdale, of Newton, Harvey County, Kansas
 A. B. Gilbert, of Newton, Harvey County, Kansas

b) Of those chosen at the first election in 1888 one-third shall be chosen for one year, one-third for two years, and one-third for three years, until their successors are elected and qualified, and at each annual meeting thereafter a number equal to one-third of the whole number of directors shall be chosen for three years to fill the places of those whose term of office expires. (See C below.)

c) A majority of the board of directors shall constitute a quorum for the transaction of business.

d) Vacancies in the board of directors shall be filled by the remaining members until the next annual meeting.

e) Any person belonging to the Mennonite church and being entitled to at least one vote, or being a representative member or delegate of a congregation or of a conference of the Mennonite Church of North America, who have the right of voting at the annual meeting of this Corporation, as hereinafter set forth, shall be eligible to the office of director. Ceasing at any time to be eligible after the election of 1888 shall vacate the office of a director.

f) The directors shall elect from their number a president, vice-president, secretary and treasurer, and they shall also select a business agent who may or may not be a member of the Corporation, all of whom shall hold office for one year and until their successors are elected and qualified.

g) The secretary, treasurer and business agent shall give bonds to the Corporation for the faithful performance of their duties in such amounts as shall be prescribed by the board of directors.

SIXTH: That the estimated value of goods, chattels, lands, rights, and credits owned by the Corporation is One Hundred Thousand no/100 Dollars.

SEVENTH: That the annual meeting of the Corporation shall be held on the first Tuesday after the second Monday in the month of June in each year, and that the right of voting shall be exercised in the following manner: (See D below, also E.)

a) Every member, congregation or conference of the Mennonite Church of North America, having each and separately donated at least one hundred dollars toward (the endowment fund of) said Bethel College, shall be entitled to one vote and to one additional vote for each additional one hundred dollars after the first hundred dollars so donated by the same person, congregation, or conference.

b) Individuals entitled to one or more votes as specified in the foregoing paragraph may exercise their right of voting individually during their lifetime and may dispose of such right by testament or will, bequeathing their right of voting either to some other individual member, congregation, or conference of the Mennonite Church of North America; provided, however, that if after the death of an original donor toward the endowment fund of said Bethel College it will be found that the deceased has made no disposition of his right of voting by last will, or otherwise, then and in such case, the General Conference of the Mennonite Church of North America shall be deemed the legal successor and inheritor of all rights and privileges of the deceased connected with the endowment fund of said Bethel College.

c) Every member, congregation, or conference of the Mennonite Church of North America, contributing annually at least twenty-five dollars toward the Bethel College for the purpose of defraying the current expenses of said institution; or who pay the tuition for a student to be designated by

the board of directors of said Bethel College, shall be entitled to one vote and to one additional vote for each additional twenty-five dollars or each additional tuition thus paid, provided, that such right of voting shall in such cases be limited to the period during which the said contributions or tuitions are regularly and promptly paid, and shall cease with the discontinuance of the payments of such contributions or tuitions.

d) Single members, congregations, or conferences of the Mennonite Church of North America, donating each and separately less than one hundred dollars toward the endowment fund, or contributing less than twenty-five dollars annually toward defraying the current expenses of the said Bethel College, or paying only part of the tuition of one student as prescribed in the preceding paragraph,—may unite, with other donors or contributors of the same category and elect among themselves one representative for each one hundred dollars donated; or for each twenty-five dollars contributed, or for each tuition paid by them collectively, as above specified, to case the number of votes to which they collectively are thus entitled.

e) Every person entitled to one or more votes may transfer or sign his individual right of voting to the congregation or conference of the Mennonite church, (of which he is a member).

f) Donations and contributions received from outside of the Mennonite church do not entitle the respective donors and contributors to the right of voting, but such donors and contributors shall be considered honorary members of the Bethel College.

g) All members, congregations, and conferences of the Mennonite Church of North America, having the right of voting, shall be properly registered and recorded upon the books of this Corporation kept for that purpose, and such records shall show: 1. the correct and full names of all individuals, congregations, and conferences having the right of voting; 2. the exact number of votes each person, congregation or conference is entitled to case; and 3. all transfers, assignments or bequests of votes by individuals to congregations or conferences;—or by congregations to conferences, or otherwise. A record shall be kept of honorary members of the Bethel College.

h) Persons having proxies of absent voters or voting as delegates or representatives of congregations or conferences, shall produce in writing such original proxies or certificates of authority from their respective congregations or conferences, certifying that the holders thereof are authorized to vote, and stating also the number of votes they are entitled to cast.

i) Each voter may distribute his votes among the whole or less numbers of directors to be elected, or concentrate them upon one candidate as he may think fit, and a plurality shall elect: (provided that no one person shall hold or use the proxies of more than ten individual voters, nor of more than three congregations, nor of more than one conference.)

EIGHTH: That each one thousand dollars donated to the endowment fund by members, congregations, or conferences of the Mennonite Church of North America shall entitle the respective donor or donors, their successors, heirs or assignees to one scholarship in the said Bethel College for a student designated by the donor or donors at their own discretion, and if they fail to name a student, then the board of directors of said Bethel College shall award such scholarship at their own pleasure to a student of known ability, but without the means to pay the tuition himself;—and if applications are made to the board of directors for such scholarship, the directors then shall thoroughly examine all

such applications and shall award such scholarship to those of the applicants who are most worthy of support in this way, and who would apparently be of most benefit to the church and community at large. (See E below.)

Members, congregations, or conferences of the Mennonite church, donating each and separately less than one thousand dollars toward the endowment fund of the Bethel College, shall also be entitled to a full scholarship or a part thereof for a limited period in the following manner:

a) Five hundred dollars donated to the endowment fund entitles the donor or donors to one full scholarship for the period of fifteen years.

b) Three hundred dollars donated to the endowment fund entitles the donor or donors to one full scholarship for the period of ten years.

c) Persons, congregations or conferences donating each and separately less than three hundred dollars toward the endowment fund, may unite with donors of the same category for the purpose of securing collectively one or more scholarships, according to the amount they have collectively donated toward the endowment fund, on the basis set forth in the preceding paragraphs.

In Witness whereof, we have hereunto subscribed our names, this eleventh day of May, A.D., 1887.

John J. Krehbiel
David Goerz
Bernhard Warkentin
Heinrich H. Ewert
D. C. Ruth
Abraham Quiring
C. R. McLain
J. M. Ragsdale
Jacob Vogt
D. T. Eymann
William Ewert
Jacob W. Penner
Jacob Funk
Jacob Stucky
Johann Nickel

H. R. Voth
Jacob R. Toews
Abr. Entz
Bernhard Regier, Sr.
Rudolf Claassen
Peter Claassen
Wm. J. Ewert
Heinrich Schultz
Abraham Ratzlaff
Jacob Buller
Heinrich Richert
Herman Suderman
Peter Balzer
Cornelius C. Wedel

State of Kansas
Office of the Secretary of State

I, E. B. Allen, Secretary of State in the State of Kansas, do hereby certify that the foregoing is a true and correct copy of the original instrument filed in my office May 23d, A.D., 1887.

In Testimony whereof, I have hereunto subscribed my name and affixed my official seal.

Done at Topeka, Kansas, this 23d day of May, A.D., 1887.
SEAL

E. B. Allen
Secretary of State

AMENDMENTS

— A —

Article II, paragraph "b," was amended at the annual meeting of the Corporation on November 30, 1934, to read as follows:

Second: The organization and maintaining of different departments in said college such as English, German, Normal, Commercial, Art, Musical, and any other department which the board of directors at any time may see fit to establish in connection with said college, also the teaching of any and all the higher branches of learning belonging to a full classical, literary or scientific course including instruction in biblical sciences and such other studies as the board of directors with the faculty of said Bethel College may at any time hereafter see fit to add to the regular course of studies, also to grant certificates and diplomas and to confer degrees as is customary in similar institutions of higher learning.

— B —

Article V, was amended at a special Corporation meeting on May 15, 1918, to read as follows:

Resolved that the number of directors of the Bethel College of the Mennonite Church of North America be increased from nine to thirteen.

Note: By above action of the Corporation the original provision was apparently struck from the Charter and inserted in the Bylaws. The change appears not to have been registered with the Kansas State Charter Board until November 7, 1935. (See *Protokoll der Specialsitzung der Bethel College Corporation*, May 15, 1918, p. 47).

Note: According to the minutes of the Twenty-sixth Western District Conference, October 24-25, 1917, the number of directors of Bethel College was increased from nine to eleven at the annual Corporation meeting of 1917, but the minutes of this meeting of the Corporation contain no record of such action by the Corporation.

— C —

Article V, part "b," was also transferred to the Bylaws by the special Corporation meeting of May 15, 1918, and amended to read as follows:

Whenever the conferences or the Corporation are entitled to seven directors, they are to be elected as follows: two, two, three, etc.

— D —

The following amendments were adopted on November 28, 1898:

Article VII. That the annual meeting of the Corporation shall be held at such time and such place as the Bylaws of the Corporation may require and that the right of voting shall be exercised in the following manner:

Article VII, "b." Individuals entitled to one or more votes as specified in the foregoing paragraph may exercise the right of voting individually during their lifetime, and may dispose of such right by testament or will, bequeathing their right to vote either to some other individual member, congregation or

conference of the Mennonite Church of North America; provided, however, that if after the death of an original donor toward the endowment fund of said Bethel College it will be found that the deceased has made no disposition of his right of voting by last will or testament, then and in such cases the legal heirs of the deceased shall inherit all scholarship privileges the deceased had remaining in Bethel College and they shall also exercise the right of voting, provided always that they are members of good standing in the Mennonite church.

Article VII, "i." Each voter shall cast the same number of votes for each and every one of the number of directors to be elected and a plurality shall elect. (The remainder of the paragraph was struck out).

Article VIII, "c." Persons, congregations, or conferences having donated heretofore or donating hereafter, separately or collectively, one hundred dollars or more to either the Endowment, Building, or any other fund of Bethel College, shall be entitled to one vote permanently and to one scholarship for three years for every one hundred dollars thus donated, provided always, that each donation must have been paid in cash before the scholarship therefore granted can be made use of.

— E —

The annual Corporation meeting on November 24, 1944, rewrote Articles VII and VIII of the charter condensing them to read as follows:

a) Annual Meeting: The annual meeting of the Corporation shall be held on the Friday after Thanksgiving Day of each year on the College campus. Special Corporation meetings may be called at the direction of the board of directors.

b) Votes: Every member, congregation or conference of the Mennonite Church of North America, having each and separately donated at least one hundred dollars to said Bethel College shall be entitled to one vote and one additional vote for each additional one hundred dollars after the first hundred dollars so donated by the same person, congregation or conference.

c) Quorum: At the annual and special meetings of the Bethel College Corporation the presence, in person or by proxy of at least twenty per cent of all existing eligible votes shall be required to constitute a quorum. Two-thirds of all votes present at any such meeting shall be necessary to amend the charter provided the proposed amendment has been submitted in writing to the Corporation members at least thirty days in advance.

d) Transfer of Votes: College Corporation votes may be transferred or assigned by the holders thereof to other members, congregations or conferences of the Mennonite church. Upon the death of Corporation members, their College Corporation votes naturally go to their heirs if legally transferred before death or within one year after the closing of an estate, provided the heirs are Mennonites. However, if not legally transferred within one year after the estate is closed or if the heirs are not Mennonites, such Corporation votes are automatically to go to the General Conference of the Mennonite Church of North America, and are to be so transferred on the books of the Corporation until the General Conference acquires 1000 votes, which are to be prorated by it to the churches of the General Conference according to their membership, to be used by them at the business meetings of the Bethel College Corporation. Thereafter such additional votes to be transferred shall be equally divided between the

Western District Conference and the General Conference. Furthermore, such votes as are not properly held at present are also to be transferred in the same manner one year after the adoption of this amendment.

Note: This amendment was adopted by the Bethel College board of directors on May 31, 1945. Filed at the Office of the Secretary of State, June 20, 1945.

APPENDIX II

MEMBERS OF GOVERNING BODIES

A. EMMATAL SCHOOL AND HALSTEAD MENNONITE SEMINARY CONFERENCE SCHOOL COMMITTEE — 1877-1893

Balzer, Rev. Peter, Moundridge, Kansas
Buhler, Rev. Bernhard, Burrton, Kansas
Buller, Rev. Jacob, Newton, Kansas
Ewert, Rev. Wilhelm, Marion, Kansas
Ewert, Rev. William J., Hillsboro, Kansas
Gaeddert, Rev. Dietrich, Burrton, Kansas
Goerz, Rev. David, Halstead, Kansas
Harder, Rev. Gustav, Brainerd, Kansas
Hirschler, Rev. J. S., Hillsboro, Kansas
Krehbiel, Rev. Valentin, Alta, Kansas

Penner, Rev. Jacob W., Hillsboro, Kansas
Ramseyer, Rev. Christian, Hillsboro, Kansas
Ratzlaff, Rev. Johann, Farms, Kansas
Regier, Rev. Cornelius, Elbing, Kansas
Richert, Rev. Heinrich, Newton, Kansas
Stucky, Rev. Jacob, Lake View, Kansas
Sudermann, Mr. Herman, Newton, Kansas
Sudermann, Rev. Leonhard, Brainerd, Kansas
Toews, Rev. J. R., McLain, Kansas

B. BETHEL COLLEGE BOARD OF DIRECTORS — 1887-1953

Balzer, Rev. J. J., Mountain Lake, Minnesota
Balzer, Rev. Peter, Newton, Kansas
Banman, Rev. H., Goessel, Kansas
Brandt, Rev. D. J., Moundridge, Kansas
Buhler, Mr. J. J., Buhler, Kansas
Buller, Rev. P. P., Goessel, Kansas
Claassen, Mr. Carl J., Whitewater, Kansas
Dyck, Rev. A. J., Inman, Kansas
Entz, Rev. J. E., Newton, Kansas
Epp, Rev. J. H., Hillsboro, Kansas
Ewert, Rev. H. H., Halstead, Kansas
Franzen, Rev. J. H., Hillsboro, Kansas
Funk, Rev. Arnold, Hillsboro, Kansas
Gaeddert, Rev. D., Burrton, Kansas
Galle, Rev. M. J., Aberdeen, Idaho
Gilbert, Mr. A. B., Newton, Kansas
Goering, Rev. C. J., Moundridge, Kansas
Goering, Mr. Chris H., Moundridge, Kansas
Goering, Atty. Elmer, Hutchinson, Kansas
Goering, Rev. J. C., Moundridge, Kansas
Goering, Rev. Sam J., North Newton, Kansas
Goertz, Mr. H. P., Mountain Lake, Minnesota
Goertz, Mrs. P. S., North Newton, Kansas
Goerz, Rev. David, Halstead, Kansas
Goerz, Mr. R. A., Newton, Kansas
Gottshall, Rev. W. S., Shwenksville, Pa.
Graber, Mr. J. W., Kingman, Kansas

Grubb, Rev. N. B., Philadelphia, Pennsylvania
Harder, Rev. B. W., Whitewater, Kansas
Harder, Rev. Gustav, Brainerd, Kansas
Harms, Rev. G. N., Whitewater, Kansas
Haury, Dr. R. S., Newton, Kansas
Hege, Rev. Henry, Corn, Oklahoma
Hirschler, Rev. J. S., Hillsboro, Kansas
Horsch, Mr. L. J., Upland, California
Horsch, Rev. M., Upland, California
Isaac, Mr. Jacob, Moundridge, Kansas
Janzen, Mr. Louis A., Elbing, Kansas
Kliwer, Rev. J. W., Newton, Kansas
Krehbiel, Mr. Nelson, Moundridge, Kansas
Langenwaller, Rev. Jacob H., Halstead, Kansas
Ledig, Mr. G. P., Summerfield, Illinois
Lichti, Rev. John, Medford, Oklahoma
Lohrentz, Dr. Abr. M., McPherson, Kansas
McLain, Mr. C. R., Newton, Kansas
Mouttet, Rev. Paul, Hillsboro, Kansas
Nyce, Dr. Howard, Pretty Prairie, Kansas
Penner, Rev. Cornelius, Beatrice, Nebraska
Penner, Rev. H. D., Hillsboro, Kansas
Penner, Rev. Jacob W., Hillsboro, Kansas
Quiring, Mr. A., Newton, Kansas
Quiring, Mr. P. F., Goessel, Kansas
Ratzlaff, Dr. A. K., Goessel, Kansas
Ragsdale, Mr. J. M., Newton, Kansas

Ratzlaff, Rev. Abraham, Buhler, Kansas	Smith, Mr. Max, Pawnee Rock, Kansas
Ratzlaff, Mr. Adam, Orienta, Oklahoma	Sprunger, Rev. S. F., Berne, Indiana
Regier, Mr. D. J., Moundridge, Kansas	Steiner, Mr. Peter P., Pandora, Ohio
Regier, Mr. J. C., Buhler, Kansas	Stucky, Dr. Bernhard J., Hutchinson, Kansas
Regier, Mr. J. E., Newton, Kansas	Suderman, Mr. H. E., Newton, Kansas
Regier, Mr. J. G., Newton, Kansas	Suderman, Rev. J. M., Moundridge, Kansas
Regier, Rev. J. M., Hillsboro, Kansas	Toews, Rev. J. R., Newton, Kansas
Regier, Rev. P. C., Moundridge, Kansas	Unruh, Rev. D. D., Inman, Kansas
Richert, Mr. J. H., Newton, Kansas	Unruh, Rev. H. T., Halstead, Kansas
Richert, Mr. Karl A., Newton, Kansas	Unruh, Rev. P. H., Goessel, Kansas
Richert, Rev. P. H., Goessel, Kansas	Vogt, Mr. Gerhard, Summerfield, Illinois
Riesen, Rev. Henry, Geary, Oklahoma	Warkentin, Mr. B., Newton, Kansas
Ruth, Mr. D. C., Halstead, Kansas	Wedel, Rev. C. C., Canton, Kansas
Schowalter, Rev. Christian, Donnellson, Iowa	Wedel, Rev. David C., Halstead, Kansas
Schneider, Mr. Sam, Buhler, Kansas	Wedel, Rev. Phillip A., Moundridge, Kansas
Schrag, Mr. Menno, Newton, Kansas	Wedel, Rev. P. P., Moundridge, Kansas
Shelly, Rev. A. B., Milford Square, Pa.	Wiebe, Rev. Willard, Ritzville, Washington
Shelly, Rev. A. S., Bally, Pennsylvania	Zerger, Mr. Gerhard, Moundridge, Kansas

APPENDIX III

PRINCIPALS, PRESIDENTS AND FACULTY

A. Principals and Presidents

1. EMMATAL SCHOOL

Heinrich H. Ewert.....	1882-1883
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2. HALSTEAD MENNONITE SEMINARY

Heinrich H. Ewert.....	1883-1891
Henry O. Kruse.....	1891-1892
Cornelius H. Wedel.....	1892-1893

3. BETHEL COLLEGE

Cornelius H. Wedel.....	1893-1910
Jacob H. Langenwalter.....	1910-1911
John W. Kliewer.....	1911-1920
John E. Hartzler.....	1920-1921
Jacob H. Langenwalter.....	1921-1924
Administrative Committee ¹	1924-1925
John W. Kliewer.....	1925-1932
Edmund G. Kaufman.....	1932-1952
David C. Wedel.....	1952—

B. Faculty

1. EMMATAL SCHOOL

Ewert, Heinrich H., 1882-1883

¹During the year 1924-1925, a committee on administration composed of G. A. Haury, Chairman, P. J. Wedel, secretary, J. F. Moyer and J. M. Suderman was in charge of the administrative duties of the College.

2. HALSTEAD MENNONITE SEMINARY

Burkholder, Samuel, 1886-1887; English Branches.
 Ewert, Heinrich H., 1883-1891; German Branches, Principal.
 Galle, Peter J., 1883-1884; English Branches.
 Haury, Gustav A., 1890-1893; English Branches.
 Kruse, Henry O., 1887-1890; 1891-1892; English Branches, Principal.
 Otto, Emil, 1887-1888; Ancient Languages and German.
 Shelly, Anthony S., 1884-1886; English Branches.
 Wedel, Cornelius H., 1890-1893; German Branches, Principal.

3. BETHEL COLLEGE — 1893-1953

Adams, Lowell, Instrumental Music, 1950-1951.
 Akins, Mrs. Carrie M., Supervisor, Student Teaching, 1946—.
 Amstutz, J. E., Ethics and Missions, 1914-1915; 1918-1919.
 Amstutz, Peter D., History and English Literature, 1908-1909.
 Anderson, Russel E., Voice, 1930-1936.
 Bachman, Ernest, Field Representative, 1952—.
 Balzer, Jacob F., Greek and Bible, 1913-1918; Dean of College, 1914-1918.
 Barga, Bernhard, Commerce and Business, 1935-1946; 1953—.
 Barrett, Margaret, Home Economics, 1931-1932.
 Bartel, Peter S., Physics, 1953—.
 Baughman, Ruth K. (Mrs. Walter Unrau), Commerce and Business, 1947-53.
 Baumgartner, Anna M. (Mrs. Ed. G. Kaufman), English, 1943-46; Alumni Sec., 1948-50.
 Becker, Frances (Mrs. Daniel Ewy), Commerce and Business, 1946-50.
 Becker, Honora E., English, 1939—.
 Beecher, Mildred, Physical Education, 1941—.
 Beimer, Mary Jo, Music, 1948-50.
 Benedict, Flora, French and German, Dean of Women, 1915-16.
 Bixel, Gordon, Science and Physical Director for Men, 1921-22.
 Bixel, James W., Piano, 1947—.
 Bixel, John W., Voice, 1902-08.
 Bixel, Wilhelmina (Mrs. Glen Fuller), Organ and Piano, 1930-32, 1934-39.
 Blatchley, Mrs. Harriet, Piano and Organ, 1918-24.
 Boyd, Mrs. Gaston, Elocution and Physical Culture, 1898-99.
 Brauer, Alfred, Biological Science, 1919-21.
 Brown, Jessie (Mrs. Menno Gaedert), School Nurse and Nursing Education, 1948-53.
 Buller, Mrs. Beatrice, Foreign Language and English, 1952—.
 Burkhard, Samuel, Education, 1916-19; Acting Dean, 1917-19.
 Burkhard, Fred J., Industrial Arts, 1940-44.
 Byler, Elsie, English, Normal Training, Dean of Women, 1911-13.
 Byler, Gertrude M., Primary Education, 1941-42.
 Crous, Ernst, Church History, 1949-50.
 Davis, Joy, Home Economics, 1915-16.
 Demar, Fern, Voice, 1918-19; 1920-22.
 Dettweiler, Margaret, Home Economics, 1920-21.
 Dirks, Laurel, Physics, 1952-53.
 Doell, Jacob H., Biological Science, 1911—; Curator of Museum, 1918-1924.
 Dotson, William H., Athletic Coach, 1918-19.
 Douglass, Andrew, Coach, 1951-52.
 Douglass, Ruth Regier, Organ, 1939-41.
 Duerksen, Rosella Reimer, Music, 1950-52.
 Dyck, Gertrude Hohmann, Voice, 1947-49; 1952-53.
 Dyck, Henry, Journalism, 1949-50.

- Enns, Jacob H., Mathematics, 1905-06.
 Enns, Rudy, Athletic Coach, 1949-51.
 Ensz, Gustav, German, 1915-1918.
 Ensz, Mrs. Gustav, French, 1916-17.
 Enz, Jacob J., Old Testament, 1948-52.
 Epp, John D., Philosophy and Sociology, 1925-28.
 Ester, Elsie M., Home Economics, 1924-29.
 Ewy, Daniel J., Mathematics, 1947-50.
 Fast, Menno, Physics, 1951-52.
 Fast, Mrs. Menno, Clothing, 1951-53.
 Fast, Henry A., Pastor, Bethel College Church, 1925-36; Professor of Bible, 1943—.
 Fowler, Robert N., Mechanical Drawing, 1921-22.
 Frank, Ruth, Violin, 1928-29.
 Frantz, Peter E., History and Philosophy, 1921-22.
 Franzen, Jacob H., Normal Training, 1914-16; German, 1916-17.
 Fretz, J. Winfield, Sociology and Economics, 1941—.
 Fretz, J. Millard, Physical Education, 1949-51.
 Friesen, Abraham P., Physics, 1925-43.
 Friesen, Lenore, Bible, 1945-46.
 Friesen, William L., Agriculture, Manager of College Farm, 1946—.
 Gaeddert, Gustav R., History, 1927-34.
 Galle, Gilbert, Athletic Coach, 1953—.
 Geeting, Roy E., Economics and Sociology, 1937-39.
 Gerber, A. J., Mathematics, 1904-05.
 Gerber, Vilas R., Music, 1943-48.
 Gerig, Ori B., History, 1920-21.
 Gering, Robert L., Biology, 1948-53.
 Getz, William, Band, 1936-37.
 Gingerich, Melvin, History and Government, 1941-47.
 Goering, Erwin C., Public Relations, 1946—.
 Goering, Milton, Coach and Physical Education, 1952—.
 Goering, Sam J., Business Manager, 1936-42.
 Goertz, Peter S., Dean of the College, Philosophy and Religion, 1930-48.
 Goerz, Rudolph A., Athletic Coach, 1917-18.
 Graber, Arthur J., English and Dean of Men, 1925-32; Business Manager, 1932-33.
 Graber, Eldon W., Speech and Dramatics, 1945-47; Education and Registrar, 1947—.
 Greef, Frances, Chemistry, 1951-53.
 Gregory, Herschel C., Voice and Public School Music, 1927-1928.
 Gronewald, Robert G., Economics and Sociology, 1928-31.
 Harder, David E., Philosophy and Religion, 1922-25.
 Harder, Menno S., Education, Social Science, 1945—.
 Harms, Minnie, French and Spanish, 1944-46.
 Harshbarger, Emmett L., History and Speech, 1933-42.
 Harshbarger, Mrs. Eva G., Dean of Women; Home Economics, 1944—.
 Hartzler, J. E., Bible, 1918-21; President, 1920-21.
 Haury, Mrs. Cora M., Normal Training, 1919-22; History, 1924-25.
 Haury, Elsa M., Music, Voice, 1928-29, 1936-46; 1953—.
 Haury, Gustav A., Sr., Literature, Latin, and German, 1893-1926. Secretary of the Faculty, 1903-26; Business Manager, 1920-26.
 Haury, Gustav A. Jr., Coach, American Government, 1921-26.
 Haury, Irma, English and History, 1922-27.
 Haury, Irvin, French and Spanish, 1917-1918.
 Heffelfinger, John B., Supervisor of Student Teachers, 1930-51.
 Hess, Edith, Economics and Sociology, 1930-31.

- Hesse, Elizabeth, Voice, 1915-1918.
Hiatt, Jennie M., French and Spanish, 1930-31.
Hiebert, Olga, (Mrs. Gerhard Wiens), Music, 1928-29.
Hill, Lola M., Home Economics, 1939-46.
Hirschler, A. S., Mathematics and Natural History, 1900-03; 1933-34.
Hirschler, Daniel A., Instrumental Music, 1906-14.
Hofer, J. M., History, 1930-32.
Hohmann, Walter H., Music, 1923—.
Hoisington, Helen, Voice, 1910-12; 1913-15.
Hooley, Mary E., English, 1920-24; 1926-34.
Hostetler, Lester, Bible, 1941-43; Pastor of Bethel College Church, 1943-52.
Huff, Nolan H., English, 1913-1914.
Hulick, Alice, Fine Arts, 1916-17.
Hunzicker, Lena B., English and History, 1910-13.
Isaac, Ferd J., Mathematics, 1908-09.
Isaac, Helena L., (Mrs. J. F. Moyer), German and Dean of Women, 1918-20.
Isaac, Wanda (Mrs. A. F. Tieszen), Romance Languages, 1919-20, 1926-30, 1949-52.
Janzen, Cornelius C., History and Social Science, 1919-23.
Katterjohn, Dan K., Education, 1919-20.
Kauffman, Charles, Museum Curator, 1940—.
Kauffman, Ralph C., Sociology and Psychology, 1939—. Dean of Men, 1941-43, Dean of the College, 1949—.
Kaufman, Edmund G., Sociology, Religion and Philosophy, 1931—, President, 1932-52, President Emeritus, 1952—.
Kaufman, Katherine, English and Speech, 1952-53.
Kaufman, Peter R., Industrial Arts, 1945—.
Kaufman, Mrs. P. R., Home Economics, 1945-46.
Kaufman, Sister Frieda, Associate in Deaconess Work, 1937-44.
Kaufman, Verna M., (Mrs. Erwin C. Goering), Music, Piano, 1938-41, 1945-48.
Kesselring, Joseph O., Voice, 1922-24.
Kies, Dorothy M., Voice, 1929-30.
Kliwer, John W., German and English, 1897-98; President, Ethics and Missions, 1911-20, 1925-32; President Emeritus, 1932-38.
Kliwer, John W., Biology, 1953—.
Klippenstein, Donald, Mathematics, 1953—.
Knostman, Carol, Home Economics, 1922-24.
Koehn, Earl, Business Office, 1952—.
Koehn, Galen, Farm Shop, 1947-50.
Koppes, Daisy (Mrs. William Launhart), Fine Arts, 1917-18.
Krahn, Cornelius, Church History, German, 1944—; Historical Library, 1946—.
Krehbiel, Christian E., Assistant in Ministerial Training, 1943-49.
Krehbiel, Elva A. (Mrs. E. E. Leisy), English, 1913-16.
Krehbiel, Leona, Librarian, 1932—.
Krehbiel, Linda (Mrs. R. S. Haury), Elocution and Physical Culture, 1899-1903.
Kreider, Amos E., Bible, 1935-43.
Kreider, Leonard C., Chemistry, 1937-48.
Kroeker, Edwin H., Chemistry and Agriculture, 1934-37.
Kruse, Henry O., Principal, Natural Science, 1898-1902.
Kruse, Mrs. Katherine K., Art Needle Work, 1901-02.
Langenwalter, Jacob H., Bible, 1910-13, 1919-21; President 1910-11, 1921-24.
Lehman, Benjamin A., Mathematics and Natural Science, 1893-97.
Leisy, Ernest E., English, 1914-16, 1917-18.
Lemmon, Clara, Fine Arts, 1896-99.
Lichti, Raymond, Mathematics, 1950-51.

- Ligo, Ida L., English, 1918-21.
 Linscheid, Elizabeth (Mrs. C. C. Regier), German, Education and Dean of Women, 1921-25, 1942-45.
 Linscheid, Emma, Biology, 1943-45.
 Linscheid, John E., English, 1921-39.
 Linscheid, Mrs. John E., Bookkeeping, 1921-22.
 Loganbill, Jesse H., Sociology and Business Manager, 1932-37.
 Lohrentz, Sister Marie, College Nurse, 1942-48.
 Lohrenz, Henry W., Biology and Bible, 1932-34.
 Luttrell, Samuel C., Public School Music, 1941-42.
 Martens, Harry E., Student Office, 1937-43; Business Manager 1947—.
 Martin, Alice, Elocution and Physical Culture, 1904-15.
 McAllister, Hazel, French, Spanish, and Physical Education, 1921-29.
 McCollum, Eldon L., Violin, 1933-34.
 McCuish, J. B., Bible, 1910-11.
 McNeill, Charles L., Violin, 1939-40.
 Meens, Mrs. A. W., Physical Director for Women, 1913-15.
 Middleton, Duff, Violin and Orchestra, 1924-29.
 Mileham, Zillah, Physical Director for Women, 1917-18.
 Miller, Walter M., Physical Training, 1928-29.
 Morgan, Helen, Physical Education, 1937-39.
 Moyer, John F., Bible and Dean of Men, 1920-21; Dean of College, 1921-24; History, 1923-27; Treasurer, 1927-50; Emeritus, 1950—.
 Mueller, A. Theodore, Commerce, 1934-35; 1943-46.
 Mueller, Katherine, Modern Languages and Greek, 1911-12.
 Mullins, Mrs. Ruby, Physical Director for Women, 1915-17.
 Nelson, Alma, Voice, 1928-29.
 Nelson, Naomi, English and German, 1919-20.
 Neufeld, Gerhardt, Science, Mathematics, 1945-46.
 Neufeld, Irwin George, Journalism, 1947-49.
 Pankratz, David S., Science, 1924-25.
 Parsons, C. N., Commerce, 1899-1906; 1908-1909.
 Paulus, Christoph, Fine Arts, 1902-05.
 Penner, Cornelius D., Dean of Men and Economics, 1935-37.
 Penner, Elizabeth, Drawing, 1921-22.
 Penner, Heinrich D., German and English, 1893-97; German and Bible, 1913-19.
 Penner, Miriam (Mrs. Herbert R. Schmidt), French and Spanish, 1929-32; 1937-41, 1942-44, 1946-47.
 Penner, Peter A., Assistant in Ministerial Training, 1943-49.
 Phillips, Mrs. Mamie K., Home Economics, 1929-39.
 Preheim, Delbert, Zoology, 1947-49.
 Randall, Elsie, Voice, 1912-13.
 Ratzlaff, Ida, Home Economics, 1935-36.
 Raymond, Mrs. Olga, Home Economics, 1921-22.
 Redmond, Leo L., Social Science, 1923-25.
 Regier, Aaron J., Education, 1927-47.
 Regier, Arnold, Bible, 1943-45.
 Regier, Cornelius C., History and Social Science, 1912-14, 1918-19.
 Regier, John M., Field Representative, 1935-44.
 Regier, Justina, (Mrs. John P. Claassen), Voice, 1919-20.
 Reinhard, Thelma Dortha, English and Dramatics, 1937-43.
 Rich, Ronald Lee, Chemistry, 1950-51, 1953—.
 Rich, Elaine Sommers, English and Speech, 1953-54.
 Rich, Willis E., Public Relations, 1934-39, 1941—.

- Richert, David H., Mathematics and Astronomy, 1906-1946; Emeritus, 1946—.
- Richert, Peter H., German, English and Bible, 1898-1913; 1920-21.
- Riesen, Emil R., Education and German, 1909-13, Philosophy and Education, 1913-18.
- Riesen, Mrs. E. R., German, 1912-13.
- Riesen, Helene (Mrs. P. S. Goertz), Librarian, 1917-32.
- Riesen, Henry, Field Representative, 1923-32.
- Ruth, Marjorie, Elementary Education, 1946—.
- Ryan, H. H., Violin, 1910-11.
- Sands, Dean, Violin and Orchestra, 1922-24.
- Schellenberg, Peter E., Psychology and Counseling, 1931-41.
- Schmidt, Andrew B., History and Social Science, 1914-19; Registrar, 1918-19.
- Schmidt, Herbert R., College Physician and Health Supervisor, 1935—.
- Schmidt, J. D., History and Philosophy, 1921-22.
- Schmidt, John F., Journalism, Historical Library, 1947—.
- Schmidt, Paul, Business Office, 1946-48.
- Schmidt, Theodore, Academy Principal, History, 1943-46.
- Schmutz, Albert D., Music, 1914-18, 1924-28.
- Schowalter, Elma, Librarian, 1916-17.
- Schrag, Felix J., Public Relations, 1939-41.
- Schroeder, William F., Science and Physical Education, 1914-17.
- Schuler, Mildred, Fine Arts, 1915-16.
- Schultz, Peter D., Physical Science, 1915-16.
- Scott, H. W., Supervisor of Student Teachers, 1951—.
- Shank, J. W., English, 1916-17.
- Shroyer, Lana A., Supervisor of Student Teaching, 1936-43.
- Siemens, J. J., Field Representative, 1921-23.
- Sloan, J. C., Education, 1920-21.
- Smith, C. Henry, History, 1922-23.
- Smith, Enid Severy, English, 1936-37.
- Smith, Luella (Mrs. Hans Regier), Assistant Registrar, 1941-45.
- Smucker, Jesse N., Pastor, Bethel College Church, 1936-42.
- Spaulding, J. Lloyd, Economics, 1947-51.
- Stanley, Margaret O., Piano, 1929-30.
- Stanley, Charles, Voice, 1953—.
- Stucky, Harley J., History and Government, 1948—.
- Stucky, Menno, Farm Shop, 1950—.
- Stucky, N. Paul, Physics, 1946-51.
- Stucky, Rose Mary (Mrs. John J. Goering), Home Economics, 1929-31.
- Stump, Harvey L., English and Dean of Men, 1911-14.
- Sublette, Edith, French and Spanish, 1941-43.
- Suderman, David H., Music, 1936—.
- Suderman, Elmer, English, 1949—.
- Suderman, John M., Bible, 1921-27; Business Manager, 1926-27.
- Thierstein, John R., Mathematics, 1903-04; Education and German, 1921-37; Emeritus, 1937-41.
- Thut, John, Voice, 1924-27.
- Tiahr, Leon J., Science and Mathematics, 1920-21.
- Tiesz, Abraham F., Bible, 1926-30.
- Toews, Virginia, Dean of Women and Home Economics, 1953—.
- Toews, Wilma, Home Economics, 1946-51.
- Tully, Robert W., Physical Education and Recreation, 1946-50.
- Unruh, Dan W., Coach, 1951-53.
- Unruh, Frank M., Commerce, 1906-09.
- Unruh, Otto D., Physical Education, 1929-43.

- Van der Smissen, Frieda (Mrs. William C. Andreas), Home Economics, 1917-20.
 Voth, Arnold, Agriculture, 1939-42.
 Voth, Elvera, Music, 1952—.
 Voth, Mrs. Ferdinand, Music, 1937—.
 Voth, John J., Bible and Industrial Arts, 1925-46; Supt. Buildings and Grounds, 1936-48.
 Voth, Moses H., Industrial Arts, 1938-42.
 Waltner, Ellen, Dramatics, 1947-49.
 Waltner, Erland, Bible, 1949—.
 Waltner, Lena, Art, 1934—.
 Warkentin, Abraham, German and Bible, 1924-46.
 Warren, Luella, English and Dean of Women, 1916-19.
 Webster, Homer J., Mathematics and Natural Science, 1897-1900.
 Wedel, Arnold, Mathematics, 1951—.
 Wedel, Cornelius H., President and Bible, 1893-1910.
 Wedel, David C., Bible and Christian Education, 1946—; President, 1952—.
 Wedel, Edward B., Science and Mathematics, 1922-26; Principal of Academy, 1925-26.
 Wedel, Peter J., Natural Science, 1902-34; Curator of Museum, 1912-18; Registrar 1919-42; Alumni Secretary, 1942-47; Emeritus, 1942-51.
 Welty, Benjamin F., Vocal and Instrumental Music, 1893-1906.
 Welty, Mrs. Clara Rupp, Piano and Organ, 1902-06.
 Wertman, Mrs. Lulu, Dietician, 1939-41.
 White, Chalcea, Dean of Women, Home Economics, 1926-29.
 White, Claude G., Chemistry, 1948-50.
 Wiebe, Ella M. (Mrs. G. H. Suter), Dean of Women and College Nurse, 1935-41.
 Wiebe, Herbert E., Dean of Men, Industrial Arts, 1944-45; Business Manager, 1945-47.
 Wiebe, Herman H., German, 1913-19.
 Wiebe, William, French, 1913-14.
 Wilbur, Mrs. R. D., Violin, 1929-39.
 Wilkoff, William T., Speech and Dramatics, 1948—.
 Wilson, Ethel M., Sociology and Economics, 1934-37.
 Will, Maxine, Dietician, Home Economics, 1950—.
 Wirkler, Elizabeth, Fine Arts, 1905-14.
 Wirkler, Mary A., (Mrs. C. E. Krehbiel), Fine Arts, 1899-1902.
 Wollmann, Marie S., (Mrs. Abraham Lohrentz), German and Dean of Women, 1920-21.
 Woodbury, Eileen, Fine Arts, 1924-25.
 Yoder, Crissie, English and Dean of Women, 1913-14.

APPENDIX IV

ENROLLMENT DATA 1882-1953

Enrollment figures for the Emmatal School and the Halstead Menonite Seminary are taken from the "Register of the Mennonite Seminary, Halstead, Kansas," the current records for the years 1882-1893. The figures for Bethel College are taken from the respective catalogs and the annual reports of the Registrar. The early catalogs include a considerable number of "Not regularly enrolled students" which are not included in the totals as their status is not clear. Organization of the curriculum and classification of students were not made along modern lines during the early days. Owing to the incompleteness of the record and to differences in students' classification of some years, it is impossible to separate

college, special and academy students accurately in all cases: however efforts to exclude all repetitions are made. Nevertheless errors may still have crept in.

A. Enrollment Record (1882-1953)

1. EMMATAL SCHOOL

YEAR	ENROLLMENT
1882-83	30

2. HALSTEAD SEMINARY

YEAR	ENROLLMENT	YEAR	ENROLLMENT
1883-84	72	1888-89	35
1884-85	65	1889-90	35
1885-86	59	1890-91	35
1886-87	44	1891-92	53
1887-88	48	1892-93	68

3. BETHEL COLLEGE ENROLLMENT

YEAR	COL.	SPEC.	ACAD.	TOTAL	YEAR	COL.	SPEC.	ACAD.	TOTAL
1893-94	—	—	—	98	1923-24 & S'23	258	20	88	366
1894-95	—	—	—	97	1924-25 & S'24	289	35	84	408
1895-96	—	—	—	85	1925-26 & S'25	344	34	76	454
1896-97	—	—	—	96	1926-27 & S'26	349	3	28	380
1897-98	—	—	—	115	1927-28 & S'27	286	19	7*	312
1898-99	—	—	—	118	1928-29 & S'28	291	8	14*	313
1899-1900	—	—	—	115	1929-30 & S'29	275	15	13*	303
1900-01	—	—	—	140	1930-31 & S'30	297	13	7*	317
1901-02 & S'01	—	—	—	116	1931-32 & S'31	281	—	4*	285
1902-03 & S'02	—	—	—	104	1932-33 & S'32	273	—	—	273
1903-04 & S'03	—	—	—	137	1933-34 & S'33	312	—	—	312
1904-05 & S'04	—	—	—	118	1934-35 & S'34	378	—	—	378
1905-06 & S'05	—	—	—	126	1935-36 & S'35	403	—	—	403
1906-07 & S'06	—	—	—	125	1936-37 & S'36	412	—	—	412
1907-08 & S'07	—	—	—	154	1937-38 & S'37	469	—	—	469
1908-09 & S'08	—	—	—	200	1938-39 & S'38	469	27	—	496
1909-10 & S'09	—	—	—	152	1939-40 & S'39	497	28	—	525
1910-11 & S'10	—	—	—	186	1940-41 & S'40	466	38	—	504
1911-12 & S'11	—	—	—	237	1941-42 & S'41	416	71	—	487
1912-13 & S'12	47	14	157	218	1942-43 & S'42	347	46	—	393
1913-14 & S'13	65	14	153	232	1943-44 & S'43	268	82	46	396
1914-15 & S'14	81	9	152	242	1944-45 & S'44	235	76	70	381
1915-16 & S'15	85	9	144	238	1945-46 & S'45	268	76	78	422
1916-17 & S'16	110	27	137	274	1946-47 & S'46	526	133	—	659
1917-18 & S'17	112	21	138	271	1947-48 & S'47	559	136	—	695
1918-19 & S'18	74	1	130	205	1948-49 & S'48	589	97	—	686
1919-20 & S'19	111	1	138	250	1949-50 & S'49	532	101	—	633
1920-21 & S'20	97	5	109	211	1950-51 & S'50	524	53	—	577
1921-22 & S'21	122	20	99	241	1951-52 & S'51	479	79	—	558
1922-23 & S'22	222	20	109	351	1952-53 & S'52	456	64	—	520

*Academy discontinued in 1927, Summer session only.

B. Graduates**1. HALSTEAD SEMINARY**

YEAR	GRADUATES
1885	6
1886	5
1887	2
1888	0
1889	0
1890	4
1891	2
1892	3
1893	8

BETHEL COLLEGE (continued)

YEAR	ACADEMY	COLLEGE
1919	24	8
1920	26	13
1921	29	12
1922	21	11
1923	31	16
1924	23	19
1925	23	17
1926	28	23
1927	13	23
1928	—	27
1929	—	32

2. BETHEL COLLEGE

YEAR	ACADEMY	COLLEGE
1894	0	—
1895	7	—
1896	0	—
1897	4	—
1898	6	—
1899	8	—
1900	8	—
1901	5	—
1902	8	—
1903	7	—
1904	16	—
1905	16	—
1906	11	—
1907	11	—
1908	24	—
1909	29	—
1910	13	—
1911	22	—
1912	25	6
1913	24	5
1914	28	5
1915	29	5
1916	37	12
1917	29	12
1918	17	6

1930	—	25
1931	—	15
1932	—	30
1933	—	17
1934	—	18
1935	—	25
1936	—	30
1937	—	48
1938	—	39
1939	—	48
1940	—	52
1941	—	57
1942	—	42
1943	—	33
1944	1	27
1945	10	26
1946	2	31
1947	—	43
1948	—	78
1949	—	58
1950	—	106
1951	—	92
1952	—	77
1953	—	68
Totals	645	1337

C. Miscellaneous*

Total enrollment from 1882 to 1953, including repetition of names.....	19,104
Total enrollment from beginning of Bethel College 1893 to 1953 (no repetition of names).....	7,543
Total number of Academy graduates.....	645
Total number of College graduates.....	1,337
Total number of Academy and College graduates.....	1,982
Graduates elected to Order of Golden A.....	119
Number of Honorary Doctor's degrees conferred.....	17
Students who became ministers.....	221
Students who became missionaries.....	112
Students who became physicians.....	79

Students who became nurses.....	173
Students who became primary and secondary school teachers.....	1,568
Students who became college or university teachers.....	231
Students who entered other professional services.....	162
Students who entered Civilian Public Service.....	144
Students who entered army enlistment.....	234

*These figures are as accurate as available, but records kept on follow-up of students are never completely accurate.

APPENDIX V

CLASS MEMORIALS

1898	Encyclopedia Britannica in 1929	1933	Bust of President C. H. Wedel
1912	Bulletin Boards	1934	Concrete curbing
1913	Cash donation	1935	Chapel stage curtains
1914	Lamp Posts; Drinking fountain	1936	Sound on film projector
1915	\$100 pledge from each member	1936	Memorial Hall stage lights
1916	Library clock; Concrete curbing	1938	Campus south gate
1917	Campus plan; Park benches	1939	Memorial Hall stage curtain
1918	Physics lab. equipment	1940	Memorial Hall reception room
1919	Lockers; \$100 Treas. Bond	1941	Memorial Hall proscenium arch
1920	Electric chapel lights	1942	Student Union in Memorial Hall
1921	Library lights; <i>Harvard Classics</i>	1943	Concrete tennis court
1922	Burroughs adding machine	1944	Contribution for College debt
1923	Bell System and clock	1945	Concrete tennis court
1924	Science Hall equipment	1946	Kidron Park shelter house
1925	Donation for Science Hall	1947	Concrete tennis court
1926	Science library books	1948	Central Park project
1927	Cash donation	1949	Librarian's desk
1928	Campus west gate	1950	Library card catalog
1929	Physics equipment	1951	Historical Library office
1930	Chapel seats	1952	Front entrance, Library
1931	Contribution for Archives	1953	Library study carrells
1932	Scholarship fund		

APPENDIX VI

CHRONOLOGICAL TABLE—1877-1953

First Meeting of Mennonite Teachers and Ministers.....	November 15, 1877
First Meeting of the Kansas Conference.....	December 14, 1877
Second Meeting of the Kansas Conference.....	November 6, 1878
Special Session of the Kansas Conference.....	March 10, 1881
Opening of the Emmatal School.....	September 14, 1882
Incorporation of the "Halstead College Association".....	May 5, 1883
Dedication of the "Halstead Mennonite Seminary" building.....	September 16, 1883
Opening of the Halstead Mennonite Seminary.....	September 17, 1883
Newton considers offer by Western District Conference.....	April 27, 1887
Signing of Bethel College Charter.....	May 11, 1887
Filing of Bethel College Charter with Secretary of State.....	May 23, 1887
First Meeting of Bethel College board of directors.....	June, 1887
Building Operations begun on Main Building.....	December, 1887

Cornerstone laying festival of Administration Building.....	October 12, 1888
First annual meeting of the Bethel College Corporation.....	October 12, 1888
Fourth annual meeting of the Corporation takes initial steps for transfer of the work at Halstead to Bethel College.....	December 15, 1891
Western District Conference decides to close Halstead Seminary.....	October 27, 1892
Halstead Seminary closed.....	June 7, 1893
Dedication of Building and first student assembly at Bethel.....	September 20, 1893
Observance of first Arbor Day.....	April, 1894
Organization of the Alumni Association.....	June 12, 1894
First "College" students enrolled.....	1894
Western District Conference votes "delegate" representation to College.....	1894
Erection of the Ladies' Dormitory (now the Health Center).....	Summer, 1895
Installation of an electric bell system in the College buildings.....	1895
First report of Bethel College to the Western District Conference.....	October, 1895
Day of prayer for Bethel set aside by Western District.....	October, 1895
First issue of <i>School and College Journal</i>	January, 1896
Introduction of a Bible Institute and an Evangelists' course.....	September, 1896
Introduction of the art department.....	September, 1896
First mention of College Museum (<i>School and College Journal</i>).....	January, 1896
Organization of the Bethel College congregation.....	Fall, 1897
Introduction of a commercial department.....	September, 1898
Introduction of a department of elocution and physical culture.....	September, 1898
First formal statement of College entrance requirements.....	1899
Introduction of a normal training course.....	1899
Erection of Minnesota Home.....	1899
First missionaries sent out from Bethel College.....	1900
Organization of Oratorio Society.....	1900
Introduction of a department of needle work.....	1901
Installation of a pipe organ in the chapel.....	February, 1902
Reorganization of the Bethel College faculty.....	1902
First report (oral) of College to the General Conference.....	1902
<i>School and College Journal</i> issued as separate English and German editions (<i>Bethel College Monthly</i> and <i>Monatsblätter aus Bethel College</i>) January, 1903	
College board organizes "Bethel Deaconess and Hospital Society".....	March 13, 1903
Western District Conference declares against a "Conference Chair of Theology" at Bethel.....	October, 1904
Bethel Deaconess and Hospital Society severed from College.....	March 17, 1905
General Conference recommends a "Day of Prayer" for education.....	1905
Re-evaluation of all Bethel College property.....	1905
Gift of \$10,000 by Andrew Carnegie for Ladies' Dormitory.....	April 7, 1907
Selection of official College colors (maroon and gray).....	1907
Natural gas piped to the Bethel College campus.....	1907
Publication of the first annual, <i>Echoes</i>	1908
<i>Bethel College Monthly</i> made official paper of Alumni Association.....	1908
First Baccalaureate service in Bethel College.....	May, 1909
Announcement of first summer session at Bethel College.....	June, 1909
Initial steps for an auditorium-gymnasium by Alumni Association.....	1909
Departmentalization of curriculum in catalog.....	1909
Change of Bethel academy from a three- to a four-year curriculum.....	1909
Students present silver loving cup to Rev. D. Goerz.....	October, 1909
Donation of the old Dutch Pipe Organ to the Museum.....	January, 1910
Death of President C. H. Wedel.....	March 28, 1910
First academy junior-senior banquet.....	April, 1910
Publication of first <i>Students' Handbook</i>	1910

Introduction of organized physical training for boys.....	1910
Organization of first normal training class.....	1910
Election of J. H. Langenwalter as Acting President.....	August, 1910
First observance of Founders' Day.....	October 12, 1910
Recognition of Academy by State Board of Education.....	1910
Introduction of a full four-year College course.....	1911
Official limitation of students' load to sixteen hours.....	1911
Organization of the "Christian Students' Union".....	Spring, 1911
Organization of the "Oratorical and Debating Union".....	1911
Library moved to reading room under chapel.....	1911
Publication of the first Bethel College song.....	1911
Classification and cataloging of library books begun.....	1911
Assuming of active presidency by J. W. Kliever.....	September 12, 1911
Oratory, rudiments of music, and chorus credits accepted.....	1911
Erection of the Mission Home (White House).....	1911
Employment of a dean of the Bible Department and College Pastor.....	1911
Adoption of a life annuity plan.....	1911
Creation of a finance committee of the board.....	1911
Change from percentage system of grading to Roman numerals—I, II, III.....	1911
Initiatory steps to state accreditation of the College.....	1911
Prohibition of intercollegiate games.....	1911
First issue of Bethel College bonds authorized.....	December, 1911
Graduation of first College class.....	1912
Commencement speaker replaces senior orations.....	1912
First organization of faculty committees.....	1912
Extension of Newton water mains to campus.....	1912
Organization of an athletic association.....	1912
Extension of electric power line to campus.....	1912
Election of first principal of normal department.....	1912
Observance of twenty-fourth anniversary of cornerstone laying.....	October 12, 1912
Organization of the science club.....	1913
Election of the first registrar of Bethel College.....	1913
Introduction of agriculture courses.....	1913
Installation of fire-fighting equipment.....	1913
Accreditation of the Academy by the North Central Association.....	1913
Extension of interurban car line from Newton to campus.....	1913
First gospel team sent out to constituent communities.....	1913
First award of a scholarship to a high school graduate.....	1913
Observance of twenty-fifth anniversary of cornerstone laying.....	October 12, 1913
Erection of Alumni Hall.....	1913
Formal opening of the gymnasium-auditorium (Alumni Hall).....	February 2, 1914
Reorganization of the curriculum.....	1914
Presentation of first senior class play.....	1914
Introduction of physical examinations.....	1914
Adoption of Living Endowment Plan by Alumni Association.....	1914
Death of David Goerz.....	May 7, 1914
Admission to membership in Kansas State Oratorical Association.....	1914
Publication of first Alumni Directory.....	1915
Announcement of summer courses in annual catalog.....	May, 1915
First Bible Week introduced.....	1915
First intercollegiate basketball game.....	1915
Construction of cement walks and curbing on campus begun.....	1915
Accreditation of College by Kansas State Board of Education.....	January 20, 1916
Adoption of <i>Alma Mater</i> as official Bethel College song.....	February 29, 1916

Organization of the German Reading Club.....	1916
First annual issued by a College class.....	1916
Closer affiliation of Bethel College and Western District Conference.....	September, 1916
Appointment of the first committee on recommendations.....	1916
Introduction of spring term.....	1917
Introduction of extension courses.....	1917
Gift of several hundred volumes to the library.....	1917
Organization of first student council.....	1917
Admission to membership in Kansas State Athletic Association.....	1917
First issue of student activity tickets.....	1917
Controversy regarding religious teaching at Bethel College.....	1917-1918
Fire damages the C. H. Wedel residence.....	1917
Organization of a department of home economics.....	1917
Introduction of observation teaching.....	1917
First issue of student paper <i>The Bethel Breeze</i>	January, 1918
Fire damages Y.M.C.A. room in Students' Home.....	January, 1918
Senior classes present historical pageant of Bethel College.....	1918
Observance of 25th anniversary of G. A. Haury's service with Bethel.....	1918
Corporation for closer affiliation with Western District Conference.....	May 15, 1918
Approval of plan of affiliation by the Western District Conference.....	June 6, 1918
Temporary Suspension of Teaching of German in Bethel College.....	September, 1918
Dedication of service flag and honor roll.....	January 31, 1919
Reorganization of board of directors.....	1919
Statement of board on fundamental questions of faith.....	1919
Definition by board of academic freedom.....	1919
First award of letters in athletics.....	1919
Founding of Herman Sudermann Scholarship Fund.....	1919
First appearance of seniors in chapel in caps and gowns.....	1919
First annual glee club reunion.....	1919
Resignation of President J. W. Kliewer.....	1920
Assumption of presidency by Dr. J. E. Hartzler.....	June 4, 1920
Approval of President Hartzler's program by church leaders.....	June 16, 1920
Alumni pledge increased loyalty to their Alma Mater.....	1920
Establishment of a Bible School division.....	1920
Acceptance of applied music credit on a degree.....	1920
Discontinuance of interurban service to the College.....	1920
Affiliation of Bethel College and Western and Pacific Conferences.....	December 8, 1920
Adoption of a point system for extracurricular activities.....	March, 1921
Death of J. J. Krehbiel, first president of board of directors.....	March, 1921
Resignation of President J. E. Hartzler.....	April, 1921
Acquisition of Goerz Hall.....	1921
Employment of a field secretary.....	1921
Committee on recommendations replaced by teacher appointment committee.....	1921
The <i>Bethel Breeze</i> renamed <i>Bethel Collegian</i>	1921
Election of Dr. J. H. Langenwalter as President.....	1921
Remodeling of Administration offices.....	1920-1922
Conversion of Minnesota Home into the Music Hall.....	1922
Enlargement of campus by fifteen acres.....	1922
Introduction of the bachelor of theology degree.....	1922
First Homecoming day.....	June 6, 1922
Intensive financial campaign.....	1922
Observance of thirtieth anniversary of opening of Bethel College.....	June, 1923
Conferring of first honorary M.A. degrees.....	1923
Disbanding of glee clubs and reorganization as choirs.....	1923

Acquisition of Welty Home.....	1923
Revision of Corporation memberships.....	1923
Erection of heating plant.....	1924
Erection of Science Hall.....	1924-1925
First award of sweaters in athletics.....	1924
First public appearance of vested choir.....	1924
Resignation of President J. H. Langenwalter.....	1924
Separation of College and Academy.....	1924
Campus drainage ditch dug.....	1925
Election of J. W. Kliewer as President of Bethel College.....	1925
Reorganization and rating of Bethel College faculty.....	1925
Introduction of senior honors.....	1925
Establishment of Western District Conference Retreat on Campus.....	1926
Death of Professor G. A. Haury.....	June 18, 1926
State Student Volunteer Convention at Bethel College.....	1926
Financial campaign.....	Summer, 1926
Organization of pep club.....	Fall, 1926
<i>Bethel Collegian</i> made a separate publication.....	Fall, 1926
Reorganization of departments of history and education.....	1927
Discontinuance of the Academy.....	1927
Standard quarter-mile running track laid out.....	1927
Memorial plaque installed in Administration Building.....	1927
Conversion of north wing basement to library stack room.....	1927
Transfer of Museum to Science Hall basement.....	1927
Disbanding of literary societies.....	1928
Financial campaign.....	1929-1930
Introduction of freshman day.....	1929
Adoption of standards for class promotions and graduation.....	1929
Introduction of supervised teaching in Newton schools.....	1930
Installation of floodlights on athletic field.....	1930
First mortgage real estate on campus and buildings.....	1930
Establishment of administrative council.....	1931
Faculty communication to board on financial situation.....	1931
Observance of first Parent-Student Day.....	1931
Chorus places first in State Intercollegiate contest and second in Missouri Valley.....	1931
First application for membership in North Central Association.....	1931
Election of Dr. Ed. G. Kaufman to the presidency.....	1932
First annual Booster Banquet.....	May, 1932
Revision of curriculum.....	Fall, 1932
Reorganization of faculty.....	1932
Oiling of the main campus roads.....	1932
Establishment of high school scholarships.....	1932
Introduction of an adult education program.....	1932
Establishment of dairy.....	1932
Introduction of class instruction in applied music.....	1932
Revision of admission procedures.....	1932
Founding of the S. M. Swartz Scholarship.....	February, 1933
Bethel College host to Kansas Intercollegiate Debate League.....	1933
Establishment of Newton Rotary Club Scholarship.....	1933
Completion of home economics and industrial arts laboratories.....	1933
Organization of Bethel College Fellowship Society.....	Fall, 1933
Adoption of first Five-Year Program.....	October, 1933
Reorganization of board of directors.....	1933

Erection of song festival bleachers in Kidron Park.....	Spring, 1934
Organization of Women's Association.....	Spring, 1934
Addition of College farm and equipment.....	Spring, 1934
Establishment of office of Public Relations.....	June, 1934
Establishment of the spring song festival at Bethel College.....	Summer, 1934
Financial campaign.....	1934
Acquisition of Perryman Farm.....	Summer, 1934
Addition of the print shop.....	August, 1934
Introduction of standardized tests.....	1934
Establishment of the Ferguson and Katherine E. Regier Scholarships.....	1934
Introduction of comprehensive examinations for seniors.....	1934
College motto originated:	
"Bethel College Building Character".....	1934
Threshing stone adopted as official symbol of Bethel College.....	November 16, 1934
Men's debate team in National Pi Kappa Delta Tournament.....	1934
Establishment of College post office.....	February, 1935
First annual Sunflower Conference play day.....	Spring, 1935
Choir tour to Canada and West Coast.....	Summer, 1935
Completion of basement rooms in Science Hall.....	Summer, 1935
Addition of the infirmary and extension of health service.....	Summer, 1935
Acquisition of the farm home (Green Gables).....	Summer, 1935
Organization of the On-to-Bethel Club.....	August, 1935
Introduction of degree honors.....	1935
Establishment of scholarships for junior college graduates.....	1935
Addition of the commerce department.....	September, 1935
Addition of introduction courses of study.....	September, 1935
Addition of a director of religious life.....	September, 1935
Establishment of the news service.....	October, 1935
Accounting system revised according to N.C.A. standards.....	November, 1935
Acquisition of the Thierstein Home.....	November, 1935
Establishment of the Grattan Loan Fund.....	December, 1935
Beginning of the Bethel College Tithing Band.....	1935
First annual Religious Emphasis week.....	1935
Creation of the advisory board.....	1935
First annual buffalo barbecue.....	1935
Addition of curtain in chapel.....	1935
Introduction of honors courses (reading for honors).....	1935
Assignment of one chapel service each week to students.....	1935
Merging of Y.M. and Y.W.G.A. in the S.C.M.....	1935
Introduction of a voice clinic in the music department.....	1935
Acquisition of the B. P. Krehbiel Cottage.....	1935
Addition of the addressograph and mimeograph bureaus.....	January, 1936
Introduction of visual education.....	March, 1936
Completion of the chimes tower.....	Spring, 1936
Third floors of Goerz Hall, Leisy Home and White House completed.....	1936
Acquisition of the Goessel Home.....	Summer, 1936
Dramatics and art rooms completed in Administration Building.....	Summer, 1936
Establishment of the Kansas Institute of International Relations.....	Summer, 1936
Western District Conference Loan library begun.....	1936
J. W. Kliwer's private library donated to Bethel College.....	1936
Establishment of the employment bureau (student industries).....	1936
Remodeling of the chapel.....	August, 1936
Completion of the storeroom.....	Fall, 1936
First study visit to other colleges.....	Fall, 1936

Acquisition of the new organ.....	September, 1936
Revision of the personnel setup.....	1936
Establishment of the Historical Library and Archives.....	1936
Beginning of a minister's course.....	1936
Norman Thomas lectures at Bethel College.....	1936
Acquisition of Kliever Home.....	May, 1937
Closer relations with Bethel Deaconess Hospital.....	May, 1937
Enlargement of the library.....	Summer, 1937
Addition of the new curbing.....	Summer, 1937
Choir tour to the East.....	Summer, 1937
Acquisition of the Martin Home (The Pines).....	September, 1937
Addition of the book-bindery.....	September, 1937
Addition of the photo-engraving department.....	October, 1937
Addition of the telephone switchboard.....	November, 1937
Extension of Bible department.....	Fall, 1937
Donation of a twenty-two passenger Superior Bus to Bethel College—	December, 1937
Adoption of a plan of organization and working policy.....	1937
Reorganization of curriculum.....	1937
Construction of Memorial Hall begun.....	February, 1938
Death of President-Emeritus J. W. Kliever.....	February 9, 1938
Donation of Dempster Windmill and storage tank.....	March, 1938
Admission to the North Central Association.....	April 7, 1938
First annual senior education tour.....	April, 1938
Admission to national forensic society, Pi Kappa Delta.....	May, 1938
Remodeling of the Martin Home.....	June, 1938
Recognition of students at Alma Mater meetings.....	June, 1938
First church music institute.....	Summer, 1938
Incorporation of the Bethel College campus as North Newton.....	September, 1938
Resanding of the College road.....	October, 1938
Fiftieth anniversary of the cornerstone laying.....	October 9-12, 1938
Cornerstone laying of Memorial Hall.....	October 12, 1938
Adoption of second Five-Year Program.....	November, 1938
Election of first Homecoming Day queen.....	1938
Introduction of Goodwill certificate plan.....	1938
Inauguration of faculty members' collective insurance.....	1938
Institute for pastors and Christian workers.....	January, 1939
First annual meeting of Bethel College Fellowship Committees.....	February, 1939
Beginning of radio programs, The Mennonite Hour.....	Spring, 1939
Planting of the shelter belt north of the campus.....	Spring, 1939
Death of Dr. J. E. Linscheid.....	August 5, 1939
Choir at Southwestern Music Educator's Conference, Texas.....	1939
Adoption of Cardex Cumulative Personal Record.....	1939
Establishment of student cooperative boarding clubs.....	1939
Introduction of the three quarter division of the school year.....	September, 1939
Survey on student religious attitudes.....	October, 1939
Organization of the Chromatic Club.....	1939
Organization of the Radio Club.....	1940
Study on the college student and war.....	Spring, 1940
Membership in Alpha Psi Omega, dramatic society.....	Spring, 1940
Acquisition of the Kauffman Museum.....	Summer, 1940
Financial Campaign.....	Summer, 1940
Connection of North Newton with Newton Sewer System.....	Summer, 1940
Establishment on the campus of Voluntary Service camp.....	October, 1940

President Kaufman's address, "Bethel College in the Present World Emergency".....	October, 1940
Faculty adoption of a statement on "The Program of Bethel College Relating to National Defense".....	November, 1940
Institute of International Relations moved to Wichita.....	December, 1940
Formal opening of the Kauffman Museum to the public.....	March 10, 1941
Pi Kappa Delta Tournament (Province of the Great Plains).....	March, 1941
First Observance of "College Labor Day".....	April, 1941
Participation in the Rocky Mountain Speech Conference, Denver.....	May, 1941
Death of Dr. John R. Thierstein.....	May 8, 1941
Bethel choir invited to the national song festival, Los Angeles.....	1941
Upper class scholarships changed to department assistantships.....	1941
Accreditation of C.P.S. camps' academic work.....	October, 1941
Meeting of Kansas Fellowship of Reconciliation.....	October, 1941
Meeting of Kansas Association of Deans and Registrars.....	October, 1941
National U.S. Museum donates a collection of rocks.....	December, 1941
Dedication of Memorial Hall.....	March 22, 1942
Four Colleges Educational Meeting.....	April, 1942
Observance of a Children's Day.....	May 3, 1942
First Booster Banquet in Memorial Hall.....	May, 1942
O. Jolliffe, \$50,000 gift to Bethel College.....	May, 1942
Death of Dr. E. L. Harshbarger.....	May 26, 1942
Rejection of Army and Navy Training Program by Bethel College.....	May, 1942
Transfer of secretarial bureau to Science Hall basement.....	Summer, 1942
Meeting of Mennonite College administrators on war-time problems.....	August 7, 1942
Creation of Alumni Office.....	1942
First issue of the Bethel College Choir Series.....	Fall, 1942
Furnishing of Faculty and Student Union Rooms.....	Fall, 1942
Adoption of the General Conference statement of faith.....	November, 1942
Introduction of Town (Memorial) Hall Series.....	Fall, 1942
First Mennonite-Rural Life Institute at Bethel College.....	November, 1942
Approval of debt liquidation program by College Corporation.....	December, 1942
Bethel a beneficiary of the Rebecca Dubbs Memorial Fund.....	1942
Frank Grattan gift to Bethel College.....	1942
Elizabeth M. Watkins' donation to Bethel College.....	January, 1943
State policy combining high school senior and freshman college years adopted.....	April, 1943
Kansas Intercollegiate Peace Contest.....	April, 1943
Donation of a Victrola to the Student Union room.....	April, 1943
Replacement of the Booster Banquet by a Booster Concert.....	April, 1943
Participation by Bethel College in N.C.A. Workshop.....	Summer, 1943
Discontinuing intercollegiate athletics for the duration of war.....	Spring, 1943
Opening of the Mennonite Bible Academy.....	September, 1943
Student Peace Conference at Bethel College.....	October, 1943
Fiftieth anniversary informal Homecoming banquet.....	November, 1943
Conference of Y.M.C.A. Lay Staff.....	December, 1943
Re-evaluation of the Bethel College questionnaire.....	February, 1944
Lecture by Dr. Alfred Noyes.....	February, 1944
Visit of Kirby Page at Bethel.....	February, 1944
First election of Alumni officers by mail.....	April, 1944
Publication of second edition of <i>Who's Who Among Mennonites</i>	Spring, 1944
Third annual conference on Mennonite Cultural Problems.....	August, 1944
Young Christian Worker's Conference.....	August, 1944
Organization of a reading choir.....	Fall, 1944

Visit of Dr. Russell Cooper, director of N.C.A. Workshop.....	December, 1944
Curriculum Revision begun.....	1944
Establishment of Bethel College Research Foundation.....	1944
Newton Conscripton Institute sponsored by C.P.S.....	March, 1945
Kansas Intercollegiate Debate Tournament.....	March, 1945
Kansas State Peace Oratorical Contest.....	March, 1945
Change Student Christian Movement to Student Christian Association.....	Spring, 1945
General Conference Session in Memorial Hall.....	1945
Founders' Day—Debt Liquidation Thanksgiving Program.....	October 14, 1945
Roland Hayes Concert.....	October, 1945
Introduction of a new core curriculum and counselling program.....	Fall, 1945
Beginning of the microfilm project.....	Fall, 1945
Introduction of Mennonite History Slides and Lecture Service.....	1945
Reintroduction of intercollegiate athletics (basketball).....	Fall, 1945
First issue of <i>Mennonite Life</i>	January, 1946
Discontinuance of Mennonite Bible Academy.....	May, 1946
Ed. G. Kaufman goes to Europe in interest of Student Exchange.....	June-July, 1946
South American bird skins (150) to Kauffman Museum.....	August, 1946
Homettes (12) and Government trailer houses (12) acquired.....	Summer, 1946
First European Exchange Students arrive at Bethel College.....	September, 1946
Death of Dr. A. J. Regier.....	March 6, 1947
First Vacation Bible School Workshop at Bethel College.....	March 22, 1947
Bethel debaters win Kansas Intercollegiate debating league.....	March 22, 1947
Participation in Little U. N. Assembly at Oklahoma A & M College.....	April 4-5, 1947
Reunion of foreign students from Mennonite Colleges.....	April 4, 1947
First Observance of Bethel Loyalty Week and Work Day.....	April 27-May 2, 1947
Opening of first class vault by Class of 1937.....	May 30, 1947
Dean Goertz begins a year's leave of absence.....	June, 1947
College and Church working agreement adopted.....	June 3, 1947
College donates building site for Church.....	June 3, 1947
First European tour of Bethel College students.....	Summer, 1947
Visit to Europe by Dr. H. A. Fast.....	Summer, 1947
T. O. Hylkema of Amsterdam, Holland, visits Bethel.....	August 17, 1947
A Cappella Choir on N.B.C. Television broadcast, Washington, D. C.....	August, 1947
Board adopts pension plan for faculty.....	September 8, 1947
Dr. Herman Craandijk of Holland visits Bethel College.....	September 9, 1947
Fiftieth anniversary of Bethel College congregation.....	October 26, 1947
Central Park project approved.....	October 30, 1947
Infirmmary moved and remodelled as Health Center.....	Fall and Winter, 1947
Resurfacing of campus roads.....	Fall, 1947
Rural Life Conference.....	November 14-15, 1947
College participates in publication of "Taeufer Akten".....	November 25, 1947
Dedication of Franz General Shop.....	November, 1947
Debate tournament, twelve colleges participating.....	December, 1947
Acquisition of the Joe Goering Duplex.....	1947
Stucky annual Mennonite award established.....	January, 1948
Dedication of new basketball scoreboard.....	January, 1948
Chicago Little Philharmonic Orchestra.....	January 20, 1948
Organization of Great Books Club.....	February, 1948
William P. Rempel gift to Library Fund.....	February, 1948
Bethel College faculty entertains Hesston College faculty.....	March, 1948
Southeast North Newton area opened for private home sites.....	March 18, 1948
Concert by Westminster Choir.....	March 18, 1948
Old dining hall moved to west end of campus.....	March 20, 1948

Concert by Goshen College Choir.....	April 1, 1948
Western District Conference Daily Vacation Bible School Workshop.....	April 3, 1948
Intercollegiate Peace Conference.....	April 14, 1948
Gift of farm by Mr. and Mrs. John D. Goering.....	April, 1948
P. S. and Mrs. Goertz return from Europe.....	July, 1948
Death of Dean P. S. Goertz.....	August 4, 1948
World Mennonite Conference on campus.....	August, 1948
Cornerstone laying of new Library Building.....	October 12, 1948
First Annual Bethel Family Retreat Picnic.....	Fall, 1948
Health Center Dedicated.....	October 12, 1948
Death of Mrs. Ed. G. Kaufman.....	October 20, 1948
First Mennonite intercollegiate peace conference.....	December 30, 1948
S.C.A. aids University of Mainz students.....	1948
Pagannini String Quartet.....	January 18, 1949
Cheminar Club organized.....	January 10, 1949
Position of Assistant to President created; D. C. Wedel appointed.....	January 31, 1949
One World Ensemble.....	April 4, 1949
McMillan house acquired and moved to west end of campus.....	April 14, 1949
Grattan Building completed.....	Spring, 1949
R. R. Krehbiel donates Big Chief building to college farm.....	Spring, 1949
Choir tour to Canada and northern states.....	Summer, 1949
Mennonite Press established.....	September 10, 1949
Seventy-fifth anniversary of coming of Mennonites.....	October 12, 1949
Hungarian String Quartet.....	November 17, 1949
William Shirer lecture.....	December 6, 1949
Southwest North Newton area opened for private home sites.....	1949
College participates in <i>Mennonite Encyclopedia</i> personnel.....	1949
Deep River Singers.....	February 17, 1950
Donatelli Trio.....	March 6, 1950
Second Big Chief Building acquired (housing M.C.C. clothing center).....	March, 1950
Foreign Student Conference on Bethel campus.....	April 1-2, 1950
Bethel College Church building operations begun.....	August 13, 1950
Menno Simons Lectureship established (\$15,000).....	August 17, 1950
Ed. G. and Mrs. Kaufman leave for Am. Univ., Cairo, Egypt.....	August 25, 1950
Little Singers from Paris.....	December 4, 1950
Bethel College radio station completed.....	1951
Howard Cleaves Lecture.....	January 23, 1951
Kidron Kottage completed.....	Spring, 1951
Westminster Choir Concert.....	March, 1951
Financial grant received from Social Science Research Council.....	1951
Choir tours western states.....	Summer, 1951
Death of Dr. P. J. Wedel.....	June 4, 1951
Choir records album of records.....	1951
Ed. G. and Mrs. Kaufman return from Egypt.....	July, 1951
Student representation at faculty meetings instituted.....	Fall, 1951
Dorothy Thompson lecture.....	October 16, 1951
Faculty representation at board meetings instituted.....	November 13, 1951
Ed. G. Kaufman resigns as president (effective July 31, 1952).....	November 13, 1951
Hartzler gift (\$10,000) for Bible Week Foundation.....	December 7, 1951
Dutton Concert Trio.....	January 25, 1952
College begins "Chapel Meditations" broadcasts over KFH.....	February, 1952
D. C. Wedel elected president, Ed. G. Kaufman resignation accepted.....	February 1, 1952
Recognition dinner for retired faculty members.....	April 21, 1952

Annual Mennonite Song Festival.....	May 11, 1952
Board-faculty appreciation dinner for President and Mrs. Ed. G. Kaufman.....	May 20, 1952
Bethel confers honorary doctors degrees on President Miller (Goshen), Ramseyer (Bluffton), and Pannabecker (Seminary).....	May 27, 1952
Choir tour to Europe.....	Summer, 1952
Resurfacing of campus streets.....	Summer, 1952
Annual College Faculty Retreat.....	August 29-31, 1952
Inauguration of President D. C. Wedel.....	October, 1952
Town Meeting of the Air.....	January, 1953
The American Association of Colleges for Teacher Education accredits Bethel.....	January, 1953
Books moved into new Library Building.....	January, 1953
Menno Simons Lectureship—Roland Bainton first lecturer.....	March, 1953
John E. Kaufman Ministerial Scholarship established.....	April 9, 1953
Dedication of Library Building.....	May, 1953
Annual Faculty Retreat.....	Sept. 3-4, 1953
Sixth Annual Bethel Family Picnic, Kidron Park.....	Sept. 20, 1953
Cornerstone-laying of Church Building.....	Oct. 25, 1953
Founders' Day—65th Anniversary of cornerstone laying.....	October, 1953
Annual College Corporation meeting.....	Nov. 27, 1953
Adolph G. Goering donates 240 acres, later sold for \$216,000 as Men's Dormitory Fund.....	November 28, 1953

REFERENCE NOTES

CHAPTER I

¹C. H. Smith, *The Mennonites—A Brief History*. Berne, Indiana: Mennonite Book Concern, 1920, p. 75.

²*Ibid.*, p. 183. ³*Ibid.*, p. 75.

⁴H. P. Krehbiel: *History of the Mennonite General Conference*, published by the author (1898), p. 104.

⁵*Ibid.*, pp. 94 ff.

CHAPTER II

¹G. A. Haury, J. H. Langenwalter, P. H. Richert, *Mennoniten Distrikt Konferenz, Gesamt-Protokole der Kansas u. Westliche Distrikt Konferenzen, 1877-1909* (Bethel College, Newton, Kansas), p. 4.

²*Ibid.*, p. 5. ³*Ibid.*, p. 13. ⁴*Ibid.*, p. 19. ⁵*Ibid.*, p. 20. ⁶*Ibid.*, p. 30. ⁷*Ibid.*, p. 31. ⁸*Ibid.*, p. 34.

⁹This name appears in three different forms in the literature pertaining to the school: Emmetal, Emmental, and Emmatal. According to one version the name is derived from the Emmet Creek, a small stream flowing near by. Another version is derived from Emma, the name of a little girl who lost her life by drowning in the stream, about the time the school was established. This version seems to be best authenticated, and accordingly the name used here is Emmatal.

¹⁰G. A. Haury, J. H. Langenwalter and P. H. Richert, *op. cit.*, pp. 49-50.

¹¹*Der Christliche Bundesbote*, August 1, 1887.

¹²Register of the Mennonite Seminary, Halstead, Kansas, 1882-1883.

¹³C. H. Friesen, Founders' Day Address, October 11, 1942.

¹⁴*Bundesbote*, July 15, 1882. ¹⁵*Ibid.*

¹⁶*Statuten zur Regelung der Schulangelegenheit, Mennoniten Distrikt Konferenz, 1877-1909*, pp. 52-53. *Bericht des Deutschen Lehrers an das Komitee der Fortbildungsschule, Ibid.*, pp. 59-60.

CHAPTER III

¹The reader should take note of the difference in the meaning of the word "Seminary" as here used and its present meaning.

²*Mennoniten Distrikt Konferenz*, p. 71.

³"*Bericht des Deutschen Lehrers an das Komitee der Fortbildungsschule*," *Mennoniten Distrikt Konferenz, 1877-1909*, p. 59.

⁴*Ibid.*, p. 60. ⁵*Bundesbote*, June 19, 1890.

⁶*Mennoniten Distrikt Konferenz, 1877-1909*, p. 67.

⁷*Ibid.*, p. 62. ⁸*Ibid.*, p. 64.

⁹Includes some tuition in arrears from the preceding year.

¹⁰*Report of Trustees to the Second Western District Conference*, October, 1893.

¹¹Emmatal School

¹²*Report of School Committee, 1888-1889*.

¹³*Circular und Katalog der Mennonitischen Fortbildungsschule, 1887*.

¹⁴*Mennoniten Distrikt Konferenz, 1877-1909*, p. 134.

¹⁵*Erster Jahresbericht, des Direktoriums der projektierten Bethel College der Mennonitengemeinschaft von Nord-Amerika zu Newton, Kansas, fuer das Jahr 1887-88.*

¹⁶*Bundesbote*, November 1, 1887.

¹⁷*Mennoniten Distrikt Konferenz*, 1877-1909, p. 169.

CHAPTER IV

¹*Bundesbote*, June 1, 1886. ²*Newton Kansan*, February 10, 1887.

³*Ibid.*, February 17, 1887. ⁴*Ibid.*, February 24, 1887.

⁵*Ibid.*, April 7, 1887. ⁶*Erster Jahresbericht*, p. 8.

⁷*Mennoniten Distrikt Konferenz*, 1877-1909, p. 98.

⁸*Newton Republican*, May 12, 1887.

⁹*First Annual Report, Board of Directors*, 1887-1888, p. 19.

¹⁰*Newton Republican*, June 2, 1887.

¹¹Minutes, Board of Directors, June, 1887.

¹²*Ibid.*

¹³*Bundesbote*, August 15, 1887.

¹⁴Minutes, Board of Directors, August 2, 1887.

¹⁵Minutes, Board of Directors, September 12, 1887.

¹⁶Footnote by Reverend D. Goerz in *First Annual Report of Board of Directors*, in Bethel College Historical Library Collection.

¹⁷Minutes, Board of Directors, June 15, 1888. ¹⁸*Ibid.*

¹⁹*Bundesbote*, September 20, 1888. ²⁰*Ibid.*

²¹Copies of these are in the Bethel College Library.

²²*Seventh Annual Report, Board of Directors*, p. 9.

²³*Newton Daily Republican*, July 11, 1893.

²⁴*Bundesbote*, November 10, 1892.

²⁵Funds and Real Estate Register, Bethel College Business Office.

²⁶Minutes, Board of Directors, April 21, 1893.

²⁷*Report of Board of Directors*, December 10, 1888.

²⁸Minutes, Third Annual Meeting, December 20, 1890.

²⁹*Fourth Annual Report*, 1890-1891. A number of bequests totaling \$5,400 are acknowledged in this report.

³⁰*Der Christlicher Bundesbote*, October 24, 1889.

³¹*Mennoniten Distrikt Konferenz*, 1877-1909, p. 101.

³²Minutes, Board of Directors, June 22, 1889.

³³*Siebenter Jahresbericht*, 1893-1894, p. 9.

³⁴Minutes, Board of Directors, August 23, 1893.

³⁵*Bundesbote*, December 6, 1894.

³⁶Date of signing of charter. ³⁷Date of cornerstone laying.

³⁸Opening date of Bethel College and date of the first annual meeting held in the Bethel College chapel, the previous five meetings being held in the Mennonite Church in Newton.

³⁹*Fourth Annual Report*, 1890-1891.

⁴⁰Minutes, Fourth and Fifth Annual Meetings, 1891 and 1892.

⁴¹*Seventh Annual Report, Board of Directors*, 1893-1894.

⁴²*Ibid.* ⁴³Minutes, Board of Directors, June 12, 1891.

⁴⁴*Bundesbote Kalender*, 1895.

⁴⁵Letter to D. Goerz, November 29, 1892.

⁴⁶Minutes, Board of Directors, January 20, 1893.

⁴⁷See "Bond for Deed," June 27, 1893.

⁴⁸*Fourth Annual Report*, 1890-1891. ⁴⁹Letter, June 24, 1891.

⁵⁰Correspondence of D. Goerz, April 6, 1891.

⁵¹Minutes, Board of Directors, April 25, 1890.

⁵²*Ibid.* ⁵³Minutes, Board of Directors, November 5, 1889.

⁵⁴*Annual Report*, December 30, 1890.

⁵⁵*Annual Report*, December 15, 1891.

⁵⁶*Newton Daily Republican*, May 18, 1892.

⁵⁷*Bundesbote*, July 13, 1893.

CHAPTER V

¹Minutes, Board of Directors, January 20, 1895.

²Correspondence of D. Goerz, 1893.

³Letter to board, April 20, 1893. ⁴*Bundesbote*, April 5, 1893.

⁵Correspondence files of D. Goerz, 1893-1894. ⁶*Bundesbote*, March 22, 1894.

⁷*Bundesbote*, July 18, 1894. ⁸*Mennoniten Distrikt Konferenz*, 1877-1909, p. 5.

⁹*Newton Daily Republican*, September 22, 1893.

¹⁰*Newton Daily Republican*, July 11, 1893.

¹¹Minutes, Board of Directors, January 21, 1893.

¹²Correspondence files of David Goerz.

¹³Figures indicate number of hours per week.

¹⁴Correspondence, D. Goerz, 1893-1894.

¹⁵There seems to be some overlapping in the use of the terms "Preparatory" and "Academy" courses in the originals consulted.

¹⁶Correspondence of D. Goerz, 1893-1894. ¹⁷*Ibid.*

¹⁸Latin and German for English-speaking students.

¹⁹All courses which were given in the German language.

²⁰These figures should not be stressed too greatly as the courses were not all of the same length, some continuing through the whole year, others through only a part of the year; but they are not without significance.

²¹Minutes, Board of Directors, April 21, 1893.

²²See Funds and Real Estate Register in Bethel College business office for titles.

²³Copies of these rules are found in the archives of the Bethel College Historical Library.

²⁴*Newton Republican*, November 15, 1893. ²⁵Correspondence of D. Goerz, 1893.

²⁶*Bundesbote*, March 29, 1894. ²⁷*Bundesbote*, May 31, 1894.

CHAPTER VI

¹These figures, taken from the respective catalogs, apply only to regularly enrolled students.

²Minutes, Board of Directors, March 5 and 6, 1896.

³Considerable losses were sustained in this fire by the students who occupied the building. More than \$70 collected for the sufferers in part recompensed them.

⁴Report of G. A. Haury to Board, March 1, 1900.

⁵*Bundesbote*, July 9, 1896.

⁶Report of Principal H. O. Kruse to the board of Directors, March 9, 1899.

⁷*School and College Journal*, January, 1896.

⁸Minutes of Faculty, September 4, 1903.

⁹Report of H. O. Kruse to Board, March 9, 1899.

¹⁰*School and College Journal*, March, 1897.

¹¹*School and College Journal*, February, 1901.

¹²*Ibid.*, June, 1903.

¹³The record does not give the full names.

¹⁴Minutes, Board of Directors, March 15, 1899.

¹⁵Letter of Board of Directors, March 22, 1902.

¹⁶Statement of the Principal Duties of the Faculty of Bethel College, 1902.

- ¹⁷*Evening Kansan Republican*, August 26, 1904.
¹⁸Minutes, Board of Directors, March 17, 1905.
¹⁹*School and College Journal*, November, 1896.
²⁰*School and College Journal*, January, 1898.
²¹Minutes, Board of Directors, March 17, 1905.
²²*Sechster Katalog*, Bethel College, 1898-1899.
²³Minutes, Board of Directors, March 16, 1900.
²⁴*School and College Journal*, January, 1898.
²⁵Minutes, Faculty, November 22, 1901.
²⁶The fund began with a donation of \$1,000 by the Newton Milling and Elevator Co. Early in 1897 an out-of-state Mennonite brother wrote Reverend Goerz that he would be willing to be one of ten men to stand good for the deficit of the coming year, but when the matter of this special fund was presented, he offered to contribute jointly with his brother another \$1,000 to it, provided the total amount of \$15,000 was subscribed. (*School and College Journal*, December, 1901). The fund thus begun was completed in 1902.
²⁷Letter of D. Goerz, August 29, 1902.
²⁸Letter of D. Goerz to Andrew Carnegie, March 28, 1906.
²⁹*Year Book of the Bethel College Church*, Twenty-fifth Anniversary Number, December, 1922.
³⁰Minutes of Board of Directors, June 15, 1894.
³¹Protocol of the Bethel Congregation near Bethel College, December 12, 1897.
³²*School and College Journal*, August, 1898.
³³Letter of D. Goerz, December 20, 1902.
³⁴Letter of D. Goerz, May 11, 1906. ³⁵I Corinthians 13:10.
³⁶*Mennoniten Distrikt Konferenz*, 1877-1909, p. 227.
³⁷Luke 16:15. ³⁸Bethel College correspondence files.
³⁹Minutes, Board of Directors, March 5, 1897.
⁴⁰This appears to be the first use of the term "Chair of Theology."
⁴¹*Mennoniten Distrikt Konferenz*, 1877-1909, p. 345.
⁴²The fund was completed in 1902. Letter of D. Goerz, February 18, 1902.
⁴³*Mennoniten Distrikt Konferenz*, 1877-1909, p. 299.
⁴⁴*Ibid.*, p. 364.
⁴⁵*Ibid.*, pp. 362-370.

CHAPTER VII

- ¹*Monatsblaetter*, June, 1910.
²Minutes of Faculty, September 18, 1908.
³*Bethel College Monthly*, April, 1908.
⁴*Bethel College Bulletin*, October 31, 1941.
⁵*Bundesbote*, January 20, 1910.
⁶Letter to D. Goerz, February 6, 1893.
⁷*School and College Journal*, July, 1896.
⁸*School and College Journal*, February, 1897.
⁹*Bundesbote*, March 4, 1901.
¹⁰*Bundesbote*, November 7, 1907.
¹¹This was organized at Bethel College in 1909; an invitation by the General Secretary to send delegates to the Fourth International Convention at Toronto, Canada, was received at Bethel College as early as March, 1902.
¹²*Bundesbote*, March 3, 1910.
¹³*The Mennonite*, March 16, 1905.
¹⁴*Bundesbote*, August 24, 1893. ¹⁵*Ibid.*
¹⁶Minutes of 17th Annual Meeting, November 11, 1904.
¹⁷*Bethel College Monthly*, January, 1906.

¹⁸*Evening Kansan Republican*, August 28, 1906.

¹⁹This undated communication is found in the correspondence of D. Goerz.

²⁰*Monatsblaetter*, February 6, 1906.

²¹*Bundesbote*, March 3, 1910.

²²Minutes, Board of Directors, November 23, 1914.

²³Minutes of Faculty, September 9, 1904.

²⁴*Ibid.*, September 21, 1906.

²⁵*Bundesbote*, October 30, 1902.

²⁶Letter of D. Goerz, December 3, 1903.

²⁷Minutes, Board of Directors, May 29, 1901.

²⁸*Bundesbote*, May 14, 1903.

²⁹*Bundesbote*, September 24, 1903.

³⁰*Bundesbote*, February 10, 1898.

³¹Closed later.

³²Successor to Elkhart Institute.

³³Early in 1908 when the Old Mennonites were planning to establish a preparatory school in Kansas, the possibility of cooperating with Bethel College in such an enterprise to the extent of erecting a building on or near the Bethel College campus received some consideration. Later in the year, however, the Old Mennonites decided to build a branch institution of Goshen College at Hesston, Kansas, and the matter was dropped.

³⁴Closed later. ³⁵*Bundesbote*, October 25, 1894.

³⁶*School and College Journal*, July, 1896.

³⁷*Bundesbote*, September 22, 1898.

³⁸*Ibid.*, April 30, 1896.

³⁹*Ibid.*, February 10, 1898.

⁴⁰*Ibid.*, April 15, 1897.

⁴¹*Bundesbote*, December 1, 1898.

⁴²Report of Bethel College to the Western District Conference, 1905.

⁴³*Monatsblaetter*, December, 1917.

⁴⁴Minutes, Board of Directors, September 1, 1909.

⁴⁵*Bundesbote*, October 21, 1909.

⁴⁶See *School and College Journal*, July, 1900, August, 1900, and September, 1900.

⁴⁷This statement is preserved in the correspondence files of D. Goerz at Bethel College.

CHAPTER VIII

¹*Sechzehnter Katalog, Bethel College*, 1909-1910, p. 12.

²Minutes of Faculty, September 11, 1911.

³Minutes of Faculty Meeting, April 16, 1909.

⁴*Bethel College Monthly*, November, 1910.

⁵*Bundesbote*, March 30, 1911.

⁶*First Annual Report of the Board of Directors of Bethel College*, 1887-1888, p. 20.

⁷*Monatsblaetter*, March, 1911.

⁸*Monatsblaetter*, December, 1912.

⁹The term "branch" is used here in the modern sense of "course," since the term "course" was at that time used in a different sense, as is evident from its usage in these pages.

¹⁰*Monatsblaetter*, October, 1910.

¹¹*Ibid.*, September, 1911; May, 1912.

¹²*Monatsblaetter*, September, 1911.

¹³Faculty Minutes, May 1, 1911.

¹⁴In September, following above action, a student petitioned for permission to carry twenty-four hours. The petition was not refused as a violation of the above regulation, but was "referred to the Normal Training Department."

¹⁵*First Annual Report, Board of Directors*, 1887-1888, pp. 18-19.

¹⁶*Ibid.*

CHAPTER IX

- ¹This does not apply to the catalogs published exclusively in the English language.
²Minutes, Board of Directors, January 24, 1913.
³*Ibid.*, December 6, 1911.
⁴*Monatsblaetter*, November, 1911.
⁵Letter of Henry Ford, August 2, 1916, Bethel College Correspondence files.
⁶*Bundesbote*, January 29, 1920.
⁷Minutes, Board of Directors, February 10, 1920.
⁸*Ibid.*, February 20, 1920.
⁹Minutes, Special Corporation Meeting, March 9, 1920.
¹⁰*Monatsblaetter*, September, 1913.
¹¹Minutes, Board of Directors, February 3-4, 1915.
¹²*Bundesbote*, November 25, 1915.
¹³*Ibid.*, January 30, 1919.
¹⁴Minutes, Board of Directors, June 7, 1917.
¹⁵*Ibid.*, May 26-27, 1919.
¹⁶*Ibid.*, June 4-5, 1919.
¹⁷*Ibid.*, December 5, 1919.
¹⁸*Evening Kansan Republican*, March 13, 1912.
¹⁹*Ibid.*, June 4, 1912. ²⁰*Ibid.*, March 13, 1912.
²¹*Ibid.*, August 10, 1912.
²²*Ibid.*, December 24, 1912.

CHAPTER X

- ¹Note the difference in the meaning of "department" as here used and as used a few years later.
²It is impossible to give earlier figures, because the early catalogs do not list college and academy students separately.
³*Bundesbote*, November 12, 1914.
⁴*Bethel College Monthly*, November, 1911.
⁵Minutes of Faculty Meeting, September 11, 1914.
⁶*Monatsblaetter*, May, 1911.
⁷*Evening Kansan Republican*, October 15, 1912.
⁸The names of these ten students have not been found anywhere in the record.
⁹Report of the President, *Monatsblaetter*, December, 1911.
¹⁰Letter, Bethel College correspondence files, 1916-1917.
¹¹*Bethel College Monthly*, February, 1916.
¹²*Evening Kansan Republican*, January 26, 1916.
¹³January 24, 1946.
¹⁴Letter of Secretary of State Board, January 29, 1916.

CHAPTER XI

- ¹Minutes of Faculty Meeting, September 16, 1918.
²*Evening Kansan Republican*, September 16, 1918.
³*Ibid.*, September 20, 1918.
⁴Minutes of Faculty, April 16, 1918.
⁵For examples see Smith, *The Coming of the Russian Mennonites*, Chapter XIII.
⁶*Bundesbote*, May 23, 1918.
⁷*Bundesbote*, April 10, 1919.
⁸For fuller discussion see *Memoirs of J. W. Kliever*, Chapter VIII.
⁹Minutes, Board of Directors, November 22, 1917.
¹⁰*Ibid.*, November 22, 1917.

- ¹¹*Ibid.*, April 14-15, 1919.
¹²*Ibid.*, April 14-15, 1919.
¹³Protokol der 28. Westlichen Distrikt Konferenz, November 5-7, 1919, p. 809, *passim*.
¹⁴Minutes, Board of Directors, September 2-3, 1919.
¹⁵Protokol der 29. Westlichen Distrikt Konferenz, October 20-22, 1920, p. 846, *passim*.
¹⁶Erster Jahresbericht, 1887-1888, p. 51.
¹⁷Minutes, Board of Directors, September 19, 1916.
¹⁸Erster Jahres-Bericht, 1887-1888, p. 54.
¹⁹Protokol der 26. Westlichen Distrikt Konferenz, October 24-25, 1917, p. 733.
²⁰Protocol of the 13th Annual Corporation Meeting, November 23, 1917.
²¹Protokol der 26. Westlichen Distrikt Konferenz, October 24-25, 1917, p. 735.
²²Protocol of the Special Session of the Bethel College Corporation, May 15, 1918.
²³Protokol der 29. Westlichen Distrikt Konferenz, October 20-22, 1920, p. 859.
²⁴*Ibid.*, p. 876.
²⁵Protokol der 30. Westlichen Distrikt Konferenz, October 19-21, 1921, p. 926.
²⁶Protokol der 29. Westlichen Distrikt Konferenz, October 20-22, 1920, p. 859.
²⁷The complete list of contributors to this Conference-College Fund is given in the Protokol der 29. Westlichen Distrikt Konferenz, 1920, pp. 862-875.
²⁸Protokol der 30. Westlichen Distrikt Konferenz, October 19-21, 1921, p. 926.
²⁹Protokol der 29. Westlichen Distrikt Konferenz, October 20-22, 1920, p. 860, *passim*.
³⁰Protokol der 32. Westlichen Distrikt Konferenz.
³¹Bundesbote, July 17, 1913. ³²*The Story of Bluffton College*, Chapter V.
³³Minutes, Board of Directors, June 4, 1913.

CHAPTER XII

- ¹Monatsblaetter, November, 1911.
²Protocol, Special Meeting Bethel College Congregation, May 9, 1916.
³Bundesbote, September 21, 1911.
⁴Minutes, Board of Directors, October 17, 1912.
⁵Bundesbote, June 26, 1913. ⁶Bundesbote, August 20, 1914.
⁷Bundesbote, May 1 and May 29, 1913.
⁸Bethel College Monthly, May, 1919.
⁹*Ibid.*, May, 1915. ¹⁰*Ibid.*,
¹¹*Ibid.*, April, 1912.
¹²*Ibid.*, June, 1917. ¹³*Ibid.*, February, 1919.
¹⁴*Ibid.*, April, 1916. ¹⁵*Ibid.*, December, 1918.
¹⁶This is the value of the Building Fund plus subscriptions to the Fund not paid in, taken from the *Seventh Annual Report of the Board of Directors*, 1893-1894.
¹⁷Protocol of the 31st Annual Meeting, December 6, 1918.
¹⁸Minutes, Board of Directors, September 2-3, 1919.
¹⁹J. W. Kliever *Memoirs*, Chapter VIII.

CHAPTER XIII

- ¹Minutes, Board of Directors, February 10, 1920.
²*Ibid.*, March 8, 1920. ³*Ibid.*, April 7, 1920.
⁴*Ibid.*,
⁵Letter of Dr. J. H. Langenwalter, correspondence files, 1920-1921.
⁶April, 1920. ⁷*Bethel College Bulletin*, Volume VI, No. 5 (June, 1920).
⁸Minutes, Board of Directors, June 2, 1920.
⁹*Bethel College Bulletin*, Vol. VI, No. 5 (June, 1920).

- ¹⁰*Bundesbote*, November 18, 1920.
¹¹Minutes, Board of Directors, February 7-8, 1921.
¹²*Bundesbote*, March 10, 1921.
¹³Minutes, Board of Directors, February 10, 1920.
¹⁴*Protokol der Spezial-Sitzung der Westlichen Distrikt Konferenz*, March 22, 1921.
¹⁵*Bundesbote*, April 7, 1921.
¹⁶Minutes, Board of Directors, September 14, 1920.
¹⁷*Evening Kansan Republican*, April 14, 1920.
¹⁸*Ibid.*, May 22, 1920.
¹⁹A copy of these plans is contained in the 1921 *Graymaroon*, p. 18.
²⁰Minutes, Board of Directors, February 7-8, 1921.
²¹*Ibid.*, October 20, 1920.
²²*Ibid.*
²³Bethel College Correspondence files, 1920-1921.
²⁴*Bethel College Monthly*, March, 1921.
²⁵*Bethel College Monthly*, April, 1920. ²⁶*Ibid.*, March, 1921.
²⁷*The Bethel Breeze; Evening Kansan Republican*, May 10, 1921.
²⁸*Evening Kansan Republican*, May 12, 1921.
²⁹*Bethel College Monthly*, March, 1921.
³⁰Letter of resignation, *Bethel College Monthly*, April, 1921.

CHAPTER XIV

- ¹*Evening Kansan Republican*, May 17, 1921.
²*Ibid.*, May 24, 1921. ³Minutes, Board of Directors, May 30, 1923.
⁴*Bethel College Monthly*, May, 1923.
⁵Minutes, Board of Directors, September 7, 1921.
⁶*Bethel College Monthly*, October, 1921. ⁷*Ibid.*
⁸*Ibid.*, November, 1921. ⁹*Bundesbote*, January 26, 1922.
¹⁰*Bethel College Monthly*, December, 1922.
¹¹*Ibid.*, December, 1922.
¹²*Ibid.*, September, 1923. ¹³*Ibid.*, April, 1922.
¹⁴*Bundesbote*, September 27, 1923.
¹⁵*Protokol der 30. Westlichen Distrikt Konferenz*, October 19-21, 1921; p. 913.
¹⁶Minutes, Board of Directors, September 20, 1922.
¹⁷*Protokol der 29. Westlichen Distrikt Konferenz*, October 20-22, 1920, p. 872.
¹⁸Minutes, Board of Directors, November 24, 1921.
¹⁹*Protokol der 31. Westlichen Distrikt Konferenz*, October 18-20, 1922, p. 963.
²⁰*Evening Kansan Republican*, May 18, 1921. ²¹*Ibid.*, May 11, 1921.
²²*Ibid.*, May 18, 1921.
²³*Protokol der 30. Westlichen Distrikt Konferenz*, October 1921.
²⁴Minutes, Board of Directors, February 24, 1921.
²⁵*Evening Kansan Republican*, May 31, 1922.
²⁶Whatever may be said in favor of "expert" management of such campaigns the fact remains that especially with a conservative constituency like the Mennonites, the employment of strangers to conduct such campaigns and the expenditure of considerable sums of money for this work is resented by many, who consider such an arrangement an "intrusion" and an unnecessary expense. The solicitation of funds is a delicate and personal matter, in which no one wishes to be dictated to, least of all by "outsiders." The very idea of a "drive" is repulsive to Mennonites.
²⁷*Bethel College Bulletin*, June, 1922, Campaign Supplement.
²⁸*Evening Kansan Republican*, June 5, 1922.
²⁹Minutes, Board of Directors, July 7, 1922.
³⁰*Bethel College Monthly*, September, 1923.
³¹*Bundesbote*, November 1, 1923.

- ³²Minutes, Bethel College Corporation Meeting, November, 1921.
³³Minutes, Board of Directors, February 7, 1922.
³⁴*Ibid.*, September 20, 1922.
³⁵*Protokol der 26. Jahresversammlung*, November 30, 1923.
³⁶*Bethel College Monthly*, October, 1923. ³⁷*Ibid.*, September, 1923.
³⁸Minutes, Board of Directors, February 12, 1923.
³⁹*Bethel College Monthly*, June, 1923.
⁴⁰*Bundesbote*, November 1, 1923. ⁴¹*Bethel College Monthly*, December, 1922.
⁴²*Ibid.* ⁴³*Ibid.*, December, 1923.
⁴⁴*Ibid.*, November, 1923.
⁴⁵*Ibid.* ⁴⁶*Ibid.*, December, 1923.
⁴⁷*Ibid.* ⁴⁸*Ibid.*, October, 1923.
⁴⁹Enrollment in the College increased from 99 in 1919-20, to 176 in 1923-24.
⁵⁰Minutes, Board of Directors, December 12, 1923.
⁵¹*Bethel College Monthly*, February 25, 1924.
⁵²Minutes, Board of Directors, February 25, 1924.
⁵³*Ibid.*, April 15, 1924. ⁵⁴Minutes, Board of Directors, April 15, 1924.
⁵⁵Owing to the many different forms of contributions, cash, notes, pledges, labor, etc., and the simultaneous construction of Science Hall and Heating Plant, it is very difficult to reconcile figures taken at different times and from different sources.
⁵⁶Minutes, Board of Directors, March 4, 1924.
⁵⁷The heating plant was completed and put into use in the fall of 1924.
⁵⁸*Bethel College Monthly*, September, 1921.
⁵⁹Minutes, Board of Directors, February 23, 1925.

CHAPTER XV

- ¹*Bundesbote*, November 27, 1924.
²*Bethel College Monthly*, October, 1924.
³*Bundesbote*, October 30, 1924.
⁴1. Historical sketch of building project; 2. Bethel College catalog of 1924-25; 3. Program of the Ceremony; 4. Copy of the *Bethel College Monthly*; 5. Copy of the *Mennonite Weekly Review*; 6. Copy of the *Bundesbote*; 7. Copy of *Der Herold*; 8. Copy of the *Newton Kansan*; 9. Complete program of the Fiftieth Anniversary Celebration of Mennonite Immigration; 10. A New One-Dollar Bill.
⁵*Bundesbote*, October 30, 1924.
⁶Bethel College Catalogs for the respective years.
⁷*Bethel College Monthly*, May, 1925.
⁸Minutes, Board of Directors, February 25, 1924.
⁹Minutes, Board of Directors, June, 1925.
¹⁰*Bundesbote*, December 3, 1925.

CHAPTER XVI

- ¹Minutes, Board of Directors, March 23, 1925.
²*Ibid.*, April 14, 1925. ³*Achtzehnter Katalog*, 1910-1911.
⁴Faculty Minutes, September 11, 1911.
⁵Minutes, Board of Directors, February, 1928.
⁶Letter of resignation, Minutes, Board of Directors, February 24, 1930.
⁷Letter of resignation, Minutes, Board of Directors, December 12, 1929.
⁸The Bethel College Community Chorus was organized in 1927 when Professor Hohmann was made director of the chorus. In 1932 the name was changed to the Newton Community Chorus. It has presented "The Messiah" annually during the Christmas season since then.
⁹*Bethel College Monthly*, March, 1931.

- ¹⁰*Bethel College Catalog*, May, 1927.
¹¹*Bethel College Monthly*, December, 1926.
¹²This information is from a letter by Reverend Unruh, dated September 3, 1942.
¹³Minutes, Annual Meeting, November 30, 1928.
¹⁴*Bethel College Monthly*, April, 1929. ¹⁵*Bundesbote*, May 8, 1930.

CHAPTER XVII

- ¹Minutes, Board of Directors, June 6, 1927.
²*Ibid.*, June 3, 1930. ³*Ibid.*, December 14, 1931.
⁴*Ibid.*, April 1, 1932. ⁵*Bethel College Monthly*, September, 1926.
⁶*Bundesbote*, February 13, 1930.
⁷Letter of Mr. Baumgartner to board of directors, September 25, 1926.
⁸Minutes, Board of Directors, December 9, 1930.
⁹*Graymaroon*, 1931, p. 109.
¹⁰Minutes, Annual Corporation Meeting, November 28, 1930.
¹¹Minutes, Board of Directors, February 24, 1930.
¹²Report of President, *Bethel College Monthly*, December, 1927.
¹³*Bundesbote*, May 23, 1929.
¹⁴*Protokol der Speziellen Westlichen Distrikt Konferenz*, April 6, 1932.
¹⁵*Bethel College Monthly*, December, 1931.
¹⁶Minutes, Board of Directors, June 24, 1930. ¹⁷*Ibid.*,
¹⁸*Ibid.*, ¹⁹*Ibid.*, September 2, 1930.
²⁰*Ibid.*, December 18, 1930. ²¹*Bundesbote*, January 27, 1931.
²²*Bethel College Monthly*, December, 1931.
²³Minutes, Board of Directors, October 12, 1931. ²⁴*Ibid.*, October 21, 1931.
²⁵*Ibid.*, June 2, 1931. ²⁶*Ibid.*, September 14, 1931.
²⁷*Ibid.*
²⁸*Protokol der speziellen Westlichen Distrikt Konferenz*, April 6, 1932.
²⁹*Ibid.* ³⁰Minutes of Faculty, April 12, 1932.
³¹Minutes, Board of Directors, April 1, 1932.

CHAPTER XVIII

- ¹*Annual Report of the President*, December 1, 1933.
²Minutes, Board of Directors, March and April, 1932.
³Minutes, Board of Directors, April 15, 1932.

CHAPTER XIX

- ¹Minutes, Board of Directors, December 6, 1933.
²*Ibid.*, April 22, 1935.
³*Ibid.*, February 6, 1934, and May 11, 1934.
⁴*Ibid.*, May 11, 1934. ⁵*Ibid.*, February 22, 1938.
⁶*Bethel College Bulletin*, December 22, 1937.
⁷Minutes, Board of Directors, March 14, 1935.

CHAPTER XX

- ¹*Bundesbote*, September 19, 1933.
²Minutes, Finance Committee, December 23, 1937.
³*Ibid.*, November 18, 1935. ⁴*Ibid.*, December 23, 1937.
⁵Minutes, Board of Directors, July 29, 1935.
⁶Report of the President, *Bethel College Bulletin*, November 15, 1944.
⁷Minutes, Board of Directors, June 5, 1934.

- ⁸*Ibid.*, November 29, 1935. ⁹*Bundesbote*, December 17, 1935.
¹⁰*Ibid.*, January 7, 1936.
¹¹*Bundesbote*, February 11, 1936.
¹²*Protokol der 35. Westlichen Distrikt Konferenz*, October 21-23, 1936.
¹³*Annual Report of President*, 1940-41.
¹⁴*Bundesbote*, July 25, 1939. ¹⁵Minutes, Board of Directors, May 19, 1941.
¹⁶*Ibid.*, January 21, 1941. ¹⁷Minutes, Board of Directors, November 27, 1942.
¹⁸*Ibid.*, August 27, 1942.
¹⁹Annual Report of the President, *Bethel College Bulletin*, November, 1946.
²⁰Report of Annual Meeting of the Bethel College Corporation, November 28, 1930.
²¹Annual Report of the President, *Bethel College Bulletin*, December, 1952, page 31.
²²Based on manuscript of address by Miss Leona Krehbiel, "The New Library Building," May 25, 1953.

CHAPTER XXI

- ¹*Erster Katalog von Bethel College*, 1893-1894.
²*Bethel College Catalog*, 1951-1952, pp. 5-7.
³*Bethel College Bulletin*, September 1, 1939.
⁴*Bethel College Bulletin*, July 15, 1933.
⁵Minutes, Bethel College Faculty, January 12, 1937.
⁶*Bundesbote*, September 13, 1938. ⁷*Ibid.*, August 27, 1940.
⁸*Bundesbote*, July 27, 1937.
⁹*Bethel College Bulletin*, April 27, 1938. (Annual Catalog)
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¹¹*Annual Report of the President*, 1941-42.
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²¹*The Graduate Record Examination*. A descriptive prospectus for college students. The Merry Mount Press, Boston.
²²*Monatsblatter*, February, 1912.
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²⁴*Evening Kansan Republican*, January 29, 1916.
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²⁷Mennonite Bible Academy, *Bethel College Bulletin*, Vol. XXX, No. 15.
²⁸*Ibid.* ²⁹Minutes, Board of Directors, December 27, 1945.

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²*Ibid.*, May 20, 1933.
³*Bethel Handbook*, 1944-45, p. 41. ⁴*Ibid.*
⁵*Bethel College Monthly*, October, 1932.
⁶Minutes of Administrative Council, December 17, 1935.
⁷*Bethel College Monthly*, October, 1932.
⁸*Bethel College Bulletin*, November, 1935.

- ⁹*Bundesbote*, December 10, 1935.
- ¹⁰*Bethel College Bulletin*, January 25, 1951.
- ¹¹*Ibid.*, July 30, 1941.
- ¹²*Ibid.*, December, 1952, p. 3.
- ¹³*Bundesbote*, April 8, 1941.
- ¹⁴*Bethel College Bulletin*, December, 1952, p. 8.
- ¹⁵*Bundesbote*, March 14, 1933.
- ¹⁶*Graymaroon*, 1934, p. 37.
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- ²³*Bethel College Bulletin*, Annual Catalog, 1932-1933.
- ²⁴*Bethel College Bulletin*, November, 1935.
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- ²⁶*Ibid.*, May, 1934.
- ²⁷Minutes, Bethel College Faculty, November 7, 1939.
- ²⁸*Bethel College Bulletin*, Announcements, 1941-43.
- ²⁹*Ibid.*, December, 1952, p. 5.
- ³⁰Minutes, *Bethel College Faculty*, February 9, 1937.
- ³¹*Ibid.*, February 16, 1937. ³²*Ibid.*, November 8, 1938.
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- ³⁴*Ibid.*, May 31, 1932.
- ³⁵*Bethel College Bulletin*, March 15, 1935.
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- ³⁸Minutes, Board of Directors, July 29, 1935.
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- ³*Ibid.*, December 15, 1931.
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- ⁵*Ibid.*, February 2, 1931.
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- ¹⁰*Ibid.*
- ¹¹*Bethel College Bulletin*, April 20, 1938.
- ¹²*Ibid.* ¹³Minutes, Board of Directors, February 9, 1937.
- ¹⁴*Bethel College Bulletin*, April 1, 1937.
- ¹⁵Minutes, Annual Meeting, November 26, 1937.
- ¹⁶Minutes, Board of Directors, January 20, 1938.
- ¹⁷*Bundesbote*, February 1, 1938.
- ¹⁸*Evening Kansan Republican*, October 12, 1938.
- ¹⁹*Bethel College Monthly*, October, 1934.
- ²⁰*Graymaroon*, Golden Anniversary Number, 1938, p. 96.
- ²¹*Bethel College Bulletin*, November 28, 1938.
- ²²*Annual Report of the President*, 1938.
- ²³*Bethel College Catalog*, for corresponding years.

- ²⁴*Bethel College Bulletin*, June 31, 1940.
²⁵Minutes, Bethel College Faculty, October 22, 1940.
²⁶*Ibid.*, November 26, 1940. ²⁷*Ibid.*
²⁸Minutes, Bethel College Faculty, May 31, 1942.
²⁹Minutes, Board of Directors, November 27, 1942.
³⁰Minutes of Administrative Council, October 7, 1941.
³¹Official Leaflet issued by Conference, *Bethel College Bulletin*, September 15, 1942.
³²*Bethel College Bulletin*, December 1, 1942.
³³Minutes, Bethel College Faculty, December 30, 1942.
³⁴*Ibid.*, April 13, 1943. ³⁵*Bethel College Bulletin*, December 15, 1942.
³⁶*Ibid.*, September 13, 1946. ³⁷*Bethel College Bulletin*, March 28, 1941.
³⁸*Ibid.* ³⁹Minutes, Board of Directors, September 13, 1938.
⁴⁰*Ibid.*
⁴¹Agreement concerning the Museum between Bethel College with Mr. and Mrs. Charles J. Kauffman, January 19, 1940.
⁴²*Bethel College Monthly*, March, 1935.
⁴³Missionary to North American Indians
⁴⁴Missionary to India
⁴⁵Missionary to China
⁴⁶Missionary to Africa
⁴⁷Krahn, C., *Mennonite Research*, 1952. MS. A prayer read before a group of faculty members.

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- ¹*Bethel College Bulletin*, January and February, 1936; 1939; October 30, 1940, etc.
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³*Ibid.*, October 15, 1935. ⁴*Ibid.*, August 20, 1935.
⁵*Bundesbote*, February 16, 1937.
⁶Minutes, Board of Directors, November 25, 1932.
⁷*Bundesbote*, March 13, 1934.
⁸Minutes, Board of Directors, March 14, 1935.
⁹*Bundesbote*, February 16, 1937.
¹⁰*Bundesbote*, September 26, 1933.
¹¹Minutes, Board of Directors, November 23, 1937.
¹²Minutes, Annual Meeting of Corporation, November 26, 1937.
¹³Minutes, Board of Directors, March 26, 1940. ¹⁴*Ibid.*
¹⁵*Ibid.*, December 17, 1941.
¹⁶Minutes of Administrative Council, December 1, 1936.
¹⁷Minutes, Board of Directors, May 26, 1937.
¹⁸*Gemeinde-Ordnung der Bethel Gemeinde bei Bethel College*, Newton, Kansas, (Adopted October 31, 1897).
¹⁹Not in active service after 1910. Resigned, December 29, 1911. During the interval 1910-12 the congregation was served mostly by members of the faculty during the school year, and by supply from neighboring churches during the summer. However, in 1911 the board of directors appointed Langenwalter College pastor for the ensuing year, and he carried the largest share of the burden. (Year Book, Bethel College Church, November, 1922)
²⁰Absent on leave, 1920-22. The two years were spent visiting the General Conference Mennonite mission fields in India and China and reporting the results to the congregations at home. J. E. Hartzler, J. H. Langenwalter, J. F. Moyer, and special supply filled the pulpit each once a month, during the interval. (Year Book, November, 1922).
²¹Minutes, Board of Directors, June 3, 1947.
²²*Bundesbote*, September 6, 1938.

- ²³*Bethel College Bulletin*, Annual Report, December 1, 1951, p. 5.
- ²⁴*Bundesbote*, August 13, 1940.
- ²⁵See statement by Ed. G. Kaufman on "The Hartzler Lecture Foundation" in *Christian Foundations* by J. E. Hartzler, 1953, p. 1, which is the first series of lectures given on this foundation.
- ²⁶Minutes, Executive Committee, June 25, 1940.
- ²⁷*Bethel College Bulletin*, September 21, 1940.
- ²⁸*Bundesbote*, March 17, 1936.
- ²⁹*Bethel College Bulletin*, June 15, 1938.
- ³⁰*Ibid.*, November 1, 1942.
- ³¹See Explanatory Remarks by J. W. Fretz, page 5, in *Proceedings of the First Conference on Mennonite Cultural Problems Including a Summary Report of the Conference for Administrators of Mennonite Colleges*, 1942, Bethel College Press.
- ³²*Bethel College Catalog*, 1953-55, p. 11.
- ³³*Bethel College Bulletin*, April, 1953, p. 12.
- ³⁴Minutes, Annual Meeting of Alumni, June 3, 1897.
- ³⁵*Graymaroon*, 1915.
- ³⁶Minutes, Alumni Association, June 3, 1920.
- ³⁷*Ibid.* ³⁸*Bethel College Bulletin*, Vol. II, No. 3, December, 1915.
- ³⁹*Ibid.*, Vol. XXIII, No. 23, September 5, 1936.
- ⁴⁰The earliest minutes of record of the Executive Committee of the Alumni Association are dated April 22, 1938, though references to earlier meetings of the committee have been found.
- ⁴¹*Proceedings of the Second Annual Conference on Mennonite Cultural Problems*, July 22-24, 1943; Data on Bethel College Alumni, p. 33.
- ⁴²*Bethel College Monthly*, February, 1935, and later *Fellowship Bulletin*.
- ⁴³*Annual Report of the President*, November 25, 1932.
- ⁴⁴*Bundesbote*, February 16, 1937.

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- ¹*Bethel College Bulletin*, Annual Report, Oct., 1952.
- ²Minutes, Bethel College Board, Nov. 13, 1951.
- ³*Ibid.*, Dec. 7, 1951.
- ⁴*Ibid.*, Feb. 1, 1952. ⁵*Ibid.*, Feb. 6, 1952.
- ⁶*Bethel College Bulletin*, Oct., 1952.
- ⁷*Bethel College Annual Catalog*, 1952-53; 1953-54. Also *Mennonite Weekly Review*, Aug. 20, 1953.

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INDEX

A

A Cappella Choir, 318
 Academic, Changes, 304-305; 398-421;
 statement of aims, 398-400; curricu-
 lum reorganized, 400-412; measuring
 results, 412-417; —Honors, 322
 Academy, 183, 219, 224, 419-421; dis-
 continued, 319; graduates, 592;
 Academy Course, 30, 91
 Accreditation, 229-234; 332-343, 353,
 418, 454, 535
 Activity Point System, 324
 Administration, 349-354, 529; —Build-
 ing, 462; (See Main Building)
 Administrative Council, 360, 431
 Admissions and Tests, 115, 412-413
 Adult Education, 505
 Advisory Council, 358
 Affiliation, 248-251
 Agriculture, 221, 390
 Aims, Statement of, 398-400
 Alexanderwohl, 15, 20; —Immigrant
 House, 21
 Allis Chalmers Manufacturing Co., 450
 Alma Mater, 232, 572; —Meetings 452
 Alpha Psi Omega, 420, 433
 Alumni, Achievements, 518-521; —Asso-
 ciation, 156, 157, 207, 245, 246, 195,
 354, 369, 373, 381, 468, 469, 513-521,
 561; early meetings, 513-14; growth,
 514; initiation ceremonies, 518; execu-
 tive secretary, 521; —*Directory*, 265,
 516; —Hall, 156, 209-211, 388, 516
 American, Association of Colleges for
 Teacher Education, 407, 535, 544; —
 Association of University Women, 535
 America's Town Meeting of the Air, 511
 Amstutz, J. E., 195; —P. D., 147
 Anabaptist Documents, 491
 Anderson, R. E., 316, 363, 527
 Anniversaries: twenty-fifth, 227-229; fifti-
 eth, 371, 459-470; sixtieth, 469; seal
 of fiftieth, 465-467
 Annual Corporation Meetings, 74, 578,
 581, 582; third, 67; second, 71, 72,
 76; fourth, 72; memorial service at,
 373; —Reports: fifth, 72; third, 74;
 seventh, 74

Annals, 441 (See *Echoes, Graymaroon*)
 Applied Arts and Sciences, 407, 528, 532
 Arapahoe Mission, 62
 Arbor Day, 107, 217
 Archives, 491
 Arkansas Valley Interurban Railway, 214-
 216
 Artists Course, 224
 Art, 120-122, 304, 577
 Associate of Arts Degree, 417
 Association of American Colleges, 455
 Athletic Association, 408, 433
 Attendance, 37-38
 Auditorium-Gymnasium, 157
 Auxiliary Organizations, 521-525, 564

B

Bachelor of Music, 318; —of Music Edu-
 cation, 318; —of Science, 416; — of
 Theology, 284
 Bainton, Roland, 511, 543-544
 Balzer, J. F., 193, 195, 198, 233, 257,
 262, 264; —J. J., 375
 Band, 125
 Banman, H., 202, 293, 375; —J. J., 119
 Baptist, 96
 Bargaen, Bernhard, 364, 528
 Bartel, Albert, 529
 Bartel, Peter, 542
 Baughman, Ruth, 364, 369, 526, 528, 573,
 Baumgartner, Bertha, 464; —Paul, 504;
 —Mrs. Paul, 358, 369, 419, 420, 439,
 464 517, 523, 529; —W. J., 42, 151,
 334, 469
 Becker, Frances, 369, 408; —Honora,
 369, 536; —John J., 119
 Beecher, Mildred, 369, 528, 536
 Beimer, Mary Jo., 369
 Bekker, John, 323
 Bell Club, 87
 Belles-Lettres Society, 107, 514; Hall of,
 129
 Berea College, 449
 Berean Academy, 421
 Beta Kappas, 432, 433
 Bethany College, 46, 53, 334
 Bethel College, 39, 47, 48, 50-64, 68, 219;
 a missionary enterprise, 382; graduates,

- 592; —*Breeze*, 281; *Bulletin*, 205, 381, 495; —Church, 136, 159-160, 256-257; 395-396, 468, 501-505; working relationship, 503-504; —Corporation, 43, 54, 56, 57, 65, 70, 135, 140, 336, 358-360, 564, 576, 578; first meeting, 62-64; growth of, 73-74, 359; —*Monthly*, 169, 297, 349; —"Pledge Song," 573; —Women's Association, 388, 468, 523-524; —*Collegian*, 433, 495; —"Rally Day," 514; —Song, 187
- Bethel Deaconess and Hospital Society, 162-165, 173, 408, 501
- Bible, 3, 31, 193, 240; course, 145; —and Christian Education, 404, 527, 532; —and Church Workers Course, 420; —School Division, 320-321, 420; —Week, 255-256, 506
- Biblical Theological Institute, 96, 117, 118, 131
- Bibliography, 618-620; Mennonite history, 618; general reference, pamphlets, 618-619; catalogs, 619; student activities records, 619; periodicals, 620; correspondence, 620
- Big Chief Machine Shed, 391
- Birthday Banquets, 435
- Bixel, J. W., 124, 369, 527, 568; —James, 364; —Wilhelmina, 527
- Blatchley, Harriet, 223
- Blaurock, Georg, 4
- Bluffton College, 165, 253, 254, 355, 464, 500
- Boarding Hall, 78, 206
- Board of Directors, 243-246, 248, 311, 336, 352, 355-358, 375, 380, 472, 526, 564, 578; reorganization, 355-357; executive committee, 357; finance committee, 55, 357; officers and standing committees, 357; teachers comm. 357
- Board of Publication, 451
- Books and Periodicals, 491
- Booster Banquet, 330, 376, 379, 383, 468
- Bowman, Rufus, 506
- Brand, D. J., 299, 306
- Brandt, Mrs. Leo, 523; —Waldo, 369
- Brethren, 240, 500
- Brown, H. J., 486
- Brudertal, 17
- Buffalo Barbecue, 431, 533
- Buhler, Bernhard, 15, 17; —J. J., 337, 375
- Building, Association, 66; —Construction, 54-57, 76-78
- Buildings, 73, 154-158, 212-213, 294-302, 352, 551, 563-564, 577; program, 272
- Buller, Beatrice, 542; —Harold, 502, 569; —P. P., 248, 251, 469
- Bundesbote*, 23, 35, 61, 78, 86, 99, 146, 381, 495
- Burkhard, Fred, 528; —Samuel, 196, 223, 238
- Business Manager, 111, 376
- Buttrick, George A., 511
- Byers, N. E., 221
- Byler, Elsie, 568

C

- Caffyn, J. R., 279
- Camera Club, 433
- Campus, 84-90, 106-109, 209-218, 297-298, 327, 328, 352, 386-397, 563, 564, 577; air view, 346, 550; enlarged, 74; map, 387, 549
- Canada, 9, 29, 41, 358
- Canadian Students, 478
- Canal Court, 531
- Cardex Cumulative Personnel Record, 414
- Carnegie, Andrew, 155; —Endowment for International Peace, 411; —Hall, 101, 154-156, 206, 216, 218, 263, 388 (Ladies Dormitory)
- Catalogs, 33, 95, 197; early, 32
- Central Kansas Bible Academy, 421
- Central Mennonite College, 165, (Bluffton)
- Certificates, 26, 66
- Chair of Theology, 141-143, 145
- Chamber of Commerce, 213, 294, 330, 379, 468, 471, 512
- Chapel, 388, 424
- "Chapel Meditations," 497
- Charter, 52-53, 61, 247, 252, 291, 576-583; amendments, 581-583; —Revision Committee, 360
- Cheminar, 404, 433
- Cheyenne Mission, 62
- Chicago Little Philharmonic Orchestra, 511
- Children of Ministers, 378
- Chimes, 406
- China Missionaries, 259
- Chisholm Park, 453
- Christian, Education, 503; —Life Week, 425, 533; —Endeavor Society, 107, 258; —Students Union, 186; —Worker's Institute, 506
- Christlicher Bundesbote*, 69, 161
- Christmas Caroling, 435
- Chronological Table, 593-603

Church, 352; festivals, 130; —Music Institute, 507
 Church at Christian, 19
 Civilian Government Bonds, 384
 Civilian Public Service Camps, 473, 476-477, 479, 535
 Claassen, C. F., 66, 201, 375; —C. J., 526; —Henry, 369
 Class, Day, 224; —Memorials, 593
 Classical Languages, 314
 "Clean-Up Day," 570
 Closing of the Seminary, 41
 Coeducation, 35, 98
 Collateral Reading, 32
 College, Colors, 151, 231, 441; —Course, 118; —Farm, 390, 531; —Lots, 64; Preparatory Course, 30; —Supply Stores, 531
 Commerce Club, 433
 Commercial Courses, 105, 122, 123
 Committee, on Administration, 303, 304-309; —on Educational Policies, 360; —on Library, 360; —on Students, 360
 Community Chorus, 318
 Comparative Fund Balances, 467
 Comprehensive Examinations, 362, 415, 572
 Conference Loan Library, 395, 512, 534
 Conference Relations, 290-294
 Congregational, 96
 Conscience, 8, 240
 Conscientious Objector, 240
 Constituency, 353, 564-567; background of, 3
 Cooper College, 261
 Cooperative Boarding, 444
 Cornerstone Laying, 56, 57-62, 464, 465; anniversary of, 227-229
 Corporate Seal, 577
 Corporation, 51, 53
 Council of Mennonite and Affiliated Colleges, 426, 534
 Courses, 30
 Crane, Henry Hitt, 511
 Creative Christian Education, 361
 Cultural Adjustments, 45
 Current Fund, 531, 545, 546, 547
 Curriculum, 29-31, 38, 90, 117-120, 219, 221-224, 283-290, 316-317, 352, 458, 556-558; changes, 191-201, 532-533; divisions, 400-401; growth, 409-410; reorganization, 176-177
 Cutshall Financial Campaign, 383-384

D

Dairy Farm, 390-391, 448-450
 Dakota, 57, 95
Das Deutsche Haus, 211
 Day of Prayer, 140, 159
 Deaconess Work, 133
 Dean, of the College, 197, 538; —of Men, 95; —of Students, 111
 Debating, 149, 429-431
 Debt, 26, 73, 78, 339, 349, 353, 376, 379, 380, 381, 384, 386, 456, 459, 531, 547
 Decade of Progress, 468-469
 Dedication of the New Building, 84
 Deficit, 36
 Degrees: Associate of Arts, 417; Bachelor of Music, 318; Bachelor of Music Education, 318; Bachelor of Science, 416; Bachelor of Theology, 284
 Degree Requirements, 416-17
 Delta Phi Delta, 130
 Dempster Manufacturing Company, 450
 Denk, Hans, 4
Denkmal echt Mennonitscher Dummheit, 75
 Denominational Schools, 50
 Department, of Elocution, 219; —of Fine Arts, 118, 219; —Heads, 361, 362
 Departmental, Chairs, 65; —Clubs, 321-322, 433
 Depression, 327-345, 348, 379
 Description of the New Building, 88
 Detweiler, Margaret, 277
Deutsche Literarische Verein, 309
 Dining Hall, 73, 157
 Dirks, H., 138
 Disciplinary Problems, 114, 422
 Dock, Christopher, 9, 489
 Doell, J. H., 169, 184, 191, 194, 195, 223, 264, 286, 300, 308, 315, 363, 364, 369, 373, 439, 481, 527
 Don Cossack Chorus, 511
 Dormitories, 422, 459 (See also Carnegie Hall, Goerz Hall, Welty Home, Leisy Home, Kliewer Home, Goessel Hall, White House, Student's Home, Western Home, Sunrise, Sunset, Sunnyside, Shadyside, Green Gables, men's dormitory, proposed)
 Douglas, Andrew 432
 Dramatics, 430
 Dyck, A. J., 357, 472; —Gertrude H., 542

E

Early Educational Efforts, 14-27
 Eastern District Conference, 152
Echoes, 150, 441
 Ediger, Theodore, 322
 Eighties, 46
 Electric Signaling System, 157
 Electricity, 216
 Elementary Schools, 9, 10
 Ellenberger, Jacob, 9
 Elm Cottage, 206
 Elocution and Physical Culture, 123, 200
 Emmatal School, 20-24, 27, 35, 583
 Empress Catherine, 6, 465
 Endowment Fund, 62, 67-68, 130-133, 203, 252, 272, 349, 379, 384, 386, 454, 469, 531, 546, 547, 577, 579, 582
 English, 31, 194; —Academy Course, 118; —Collegiate Gothic Pattern, 396
 Enns, J. H., 147; —P. W., 469
 Enrollment, 95, 544, 590-593; comparative, 306
 Enss, G., 197
 Entz, J. E., 356; —Mrs. G. B., 523
 Enz, J. J., 369
 Epp, Mrs. August, 523; —C. C., 469; —Dan, 504; —J. D., 308; —J. H., 375
 European, Mennonite Students, 479; —Mennonites, 8
 Evangelical, 96; —Lutheran, 96
 Evangelist's Course, 142, 145
Evening Kansan Republican, 275, 328, 495
 Ewert, Benjamin, 42; —Heinrich H., 16, 17, 19, 20, 21, 26, 29, 33, 35, 40, 41, 42, 52, 54, 63, 64, 309, 374; —J. G., 103, 122, 303; —Wilhelm, 15, 17, 248
 Ewy, Daniel, 396
 Examinations, 441
 Executive Committee, 357
 Extension Classes, 505
 Extracurricular Activities, 31, 93, 224, 225, 325, 326, 362, 405, 422, 533
 Eymann, Selma, 119

F

Faculty, 109-115, 116, 181, 223, 243, 261, 283-290, 312-316, 341, 354, 360-370, 424, 439, 454, 458, 527-529, 535-546, 556, 584-590; changes, 40, 147, 191-201; 307-308, 542-543; meetings, 113-115; 363, 364; members, 83, 352, 374; organization, 110-113; reorganization,

177; retreats, 361; tenure and salary, 361-362, 377; administrative council, 360, 431; committee on students, 360; committee on educational policies, 360; —Representatives to Board, 526
 Fairmount College, 46, 76
 Farm Manager, 391
 Fast, H. A., 321, 365, 369, 402, 426, 439, 501, 527, 538, 542; —Aganetha, 486
 Fellowships, 376, 381, 382, 383, 521-523
 Fergusen, R. D., 443
 Field Representative, 496
 Finance, 36, 37, 130-135, 158, 201-209, 294-302, 332-343, 352, 353, 360, 376-397, 459, 531-532, 562-563; —Committee, 55, 357
 Financial Campaigns, of 1922, 294-296, 376, 379-384; Kettlecamp, 380; Pierce and Hedrick, 382-383; Cutshall, 383
 Financial, Efforts, 64; —Reforms, 336; —Status, 67, 384
 First Decade, 100; summary, 146
 First Mennonite Church, Newton, 61
 First World War, 235-241; effects of, 239-241
 Five-Year Delay, 64-75
 Five-Year Program, 272-275, 351-353, 459 467
 Flag, 87, 525; college, 231; service flag, 239
 Floodlights, 339
 Football Squad, 325, 432
 Ford Foundation, 542
 Foreign, Field, 425; —Language, 405; —Students, 323, 426, 478
 Forensics, 149, 429-431
 Fortbildungs-schule, 15, 23
 4-H Organizations, 512
 Four Year College, 68, 188
 Franz General Shop, 390-91, 450, 531
 Frantz, P. E., 223
 Franzen, J. H., 195, 469
 Freeland Seminary, 10
 Freeman Jr. College, 165, 355, 464, 500
 Fretz, J. W., 365, 369, 439, 492, 510, 520
 Friends, 240, 334, 455; —Service Committee, 509
 Friesen, A. P., 308, 312, 315, 363, 527; —C. H., 469; Leonore, 439; —Lucille, 358, 523; —Peter J., 119; —William L., 369, 391, 450, 528
 Fullbright Scholarship, 542
 Funk, A. E., 356, 357, 464, 472, 526; —Heinrich, 489; —N. F., 469
 Future Teachers of America, 433

G

Gaeddert, D., 15, 17, 85; —Mrs. D., 528; —G. R., 528; —Jessie Brown, 369, 445, 528
 Gaede, Hulda, 369
 Galle, Gilbert, 542; —M. J., 220; —P. J., 26, 40; —W., 12, 144
 "Gas, The," 568
 General Background, Introduction to, 2
 General Conference, 17, 57, 69, 160-162, 290, 402, 426, 451, 498-500
 Gerber, A. J., 147; —Vilas, 369, 428, 527
 Gerbrand, J., 153
 Gerig, O. B., 277
 Gering, Robert L., 365, 369, 527
 German, 18, 30, 31, 325
 German-English Academy Course, 118
Germania Verein, 107
 Germany, 9; Friedelsheim, 9; Weierhof, 9, 26
 Gifts, 384, 547, 579
 Gingerich, Melvin, 365, 439, 528
 Girls Schools, 7
 Glee Club, 231
 Gnadenberg, 35
 Goering, Adolph G., 397; —C. H., 357, 472, 526; —C. J., 218, 311, 334; —Erwin C., 517, 529, 538; —Family, 394; —Duplex, 388, 389, 531; —J. C., 248; —Milton, 542; —Sam J., 357, 472, 486, 526, 529, 536
 Goertz, H. P., 202; —P. S., 316, 343, 363, 372, 374, 418, 423, 439, 491, 495, 509, 527, 536, 538; —Mrs. P. S., 223, 286, 299, 512, 526, 529
 Goertz, David, 15, 17, 20, 21, 25, 26, 28, 50, 51, 52, 54, 56, 57, 63, 65, 66, 69, 71, 75, 76, 77, 83, 84, 85, 87, 90, 93, 103, 135, 136, 137, 139, 156, 162, 171-174, 297, 501; —Hall, 103, 276; —R. A., 173, 201, 202, 209, 216, 277, 311, 337, 356, 462, 483, 513
 Goessel Hall, 389, 531
 Golden Anniversary, Celebration, 460, 461, 463-477
 Good-Will Certificate Plan, 376, 469
 Goshen College, 253
 Governing Bodies, 583-584
 Government Aid, 444
 Graber, A. J., 315, 375, 377, 527, 536; —Eldon, 439, 526, 538; —J. W., 337
 Grading System, 313, 413

Graduate Record Examinations, 415-416, 572
 Graduates, 592
 Graduation Exercises, 178, 212-219, 324, 417
 Grattan Building, 392-93, 451, 531
 Grattan, G. F., 392, 444, 531
Graymaroon, 279, 441-442, 433
 Greef, Frances, 365, 527
 Gronewald, R. G., 314
 Groneman Apartments, 531

H

Haetzer, Ludwig, 4
 Halloween Parties, 436
 Halstead, 26; —College Association, 24-27, 28, 39; —Congregation, 33; —Mennonite Seminary, 28-44, 47, 50, 53, 70, 71, 139, 355, 513, 583-584
 Harder, B. W., 248, 251, 311; —D. E., 283, 286, 308; —Gustav, 64, 202, 293; —Henry, 358; —Menno S., 365, 407, 446, 439, 529
 Harms, E. L., 234; —G. N., 251, 375, 463; —Mrs. J. H., 469; —Minnie, 439
 Harshbarger, E. L., 275, 363, 372, 429, 508, 509, 528; —Mrs. Eva., 369, 439, 528, 536
 Hart House String Quartet, 511
 Hartzler, J. E., 193, 223, 326, 463, 506, 544; administration, 270-280
 Harvey County, 114, 205
 Haskell Indian School, 257
 Haury, Cora M., 308; —Elsa M., 314, 527; —Irma, 286; —Gustav A., Sr., 40, 83, 85, 109, 112, 139, 168, 173, 181, 185, 191, 195, 198, 210, 284, 286, 303, 313, 370, 418, 513; memorial chair, 382; —Gustav A., Jr., 223, 283, 375; —R. S., 202, 210, 276, 337, 513; —S. S., 12, 486; —Samuel D., 119; —Victor, 322
 Hawk, Guy, 358
 Health, 32, 445-446, 456, 458, 469
 Health Center, 391, 392, 531
 Heating Plant, 302
 Hebron, 75
 Heffelfinger, J. B., 316, 529
 Hege, C., 256; —Daniel, 10; —Henry, 358, 472, 526
 Herald Publishing Company, 329, 451
 Heresy, 109
 Hertzler, A. E., 358
 Hesston College, 334, 335, 455

High, Stanley, 452, 533
 Higher Education, 10, 39; in America, 9-13
 Highway No., 15, 386
 Hill, Lola, 528
 Hillsboro, 40
 Hillside Apartments, 531
 Hirschler, A. S., 112, 186, 192; —Anna S., 119; —D. A., 148, 149, 181, 192, 198, 210; —J. S., 12, 126
 Hirschy, N. C., 166
 Historical Library (See Mennonite Historical Library and Archives)
 Hoch, Daniel, 10
 Hofer, J. M., 318
 Hoffnungsau, 16
 Hoffnungsfeld, Church, 19
 Hohmann, W. H., 283, 286, 315, 363, 366, 369, 427, 428, 497, 527
 Hoisington, Helen, 181, 192, 195
 Holstein Animals, 391
 Homecoming Day, 432; first, 289-290
 Home Economics, 200, 221, 304; club, 437
 Homettes, 390, 531
 Honorary Degrees, 284
 Honors Courses, 402
 Hooley, Mary E., 277, 286, 527
 Horsch, M. M., 375
 Hostetler, Lester, 366, 463, 502, 527
 Housing, 100, 389
 Hubmaier, Balthasar, 4
 Humanities, 405-406, 527, 532
 Hunsberger, Ephraim, 10
 Hunzicker, Lena B., 104, 147, 181, 191
 Hutchinson, Kansas, 49, 455
 Huxman, Walter, 358
 Hyde, A. A., 338

I

Illinois, 22, 57
 Immigrant House, 14, 21
 Incorporation, 39-40
 India, 139; —Missionaries, 258
 Indian, Mission Students, 34; —School, 34; —Territory, 103
 Indiana, 57; Warsaw, 253
 Inherited Votes, 293
 Inn, 460
 Institute of International Relations, 508-510
 Instructional Facilities, 388
 Intercollegiate Activities, 260-389; athletics, 431

Internal Dissensions, 241-246
 International, Council of Religious Education, 403; —Exposition in San Diego, 427; —Relations Club, 433
 Intramural Sports, 431
 Investment, 577
 Iowa, 22, 56, 57; —State College, 456
 Isaac, F. J., 220; —Helen, 201, 223; —Jacob, 202, 375, 462, 469; —Wanda, 223, 315, 528

J

Jantzen, H. F., 464
 Janzen, C. C., 196; —Louis, 472, 526
 John Brown University, 448
 Jolliffe, O., 358, 383, 384, 531
 Judd, Walter H., 511

K

Kansas, 8, 9, 14, 22, 51, 57, 95
 Kansas Conference, 15-20, 28, 36, 37, 39, 48, 49, 51, 56, 70; first, 15; second, 16; third, 17; fourth, 19; fifth, 19; sixth, 22; sixteenth, 43
 Kansas, Council of Church Colleges, 464; —Foundation of Private Colleges and Universities, 498; —International Debate League, 429
 Kansas Wesleyan University, 56
Katharinen Kloster, 206
 Katterjohn, D. K., 197
 Kauffman, Charles J., 439, 481, 487, 529; —R. C., 366, 369, 425, 538, 423, 528; —Mrs. R. C., 432
 Kaufman, Ed. G., 233, 316, 366, 376, 459, 462, 470, 478, 481, 490, 501, 509, 522, 526, 527, 529, 536, 539, 541; administration, 349-525; —Mrs. Ed. G., 375, 443, 523, 539; —Sister Frieda, 162, 358, 375, 404, 501, 528; —John P., 511; —Milo, 463, 528; —P. R., 369, 439; —Verna, 527
 Kelley, Robert L., 455
 Kettlecamp, W. F., 380
 Kidron, 108, 327, 508
 Kidron Kottage, 453, 531
 Kingfisher, Oklahoma, 106
 Kliewer Home, 389, 531
 Kliewer, J. C., 220; —John W., 33, 112, 184, 233, 241, 333, 349, 366, 370, 373-374, 501, 513, 527; first administration, 191-269; second administration, 310-326; resignation, 343, 344; *Memoirs*,

269; —Mrs. J. W., 375; —John W., 542
 Klippenstein, D., 542
 Knostman, Carol, 286
 Koehn, Earl, 529
 Koppes, Daisy, 199
 Krahn, C., 366, 369, 439, 490, 492, 527, 542
 Krehbiel, Anna L., Estate, 331; —Bertha, 119; —C. E., 42, 103, 325, 358, 463, 527; —Christian, 34, 71; —Cottage, 389; —D. R., 106; —Daniel, 10; —E. B., 328; —Emma, 119; —Elva, 195; —H. P., 144, 248, 251, 311, 375; —J. W., 375; —Johann J., 51, 52, 54, 62, 66, 85, 171, 202, 210, 279; —Leona, 529, 536; —Linda, 123; —O. C., 464; —R. R., 390; —Valentin, 14, 17; —Val, 439, 529; —William J., 462
 Kreider, A. E., 402, 425, 527; —L. C., 366, 369, 439, 527
 Kroeker, John F., 119, 153
 Kruse, Henry O., 40, 72, 105, 107, 109, 110, 303
 Kurtz, D. W., 256

L

Laboratory, 105, 149-150, 411, 560; —Fees, 378
 Ladies', Cottage, 101; —Glee Club, 185
 Langenwalter, J. H., 106, 153, 191, 234, 257, 463, 502; first administration, 176-188; second administration, 281-303
 Language Question, 237
 Latham, O. R., 456
 Lehman, B. A., 83
 Leisy, E. E., 149, 195, 322; —Home, 212; —Mrs. I., 208
 Letter Club, 326, 453, 469
 "Letters to Albertinus," 98
 Liberal Arts College, 219-234
 Library, 88, 93-94, 103-105, 225, 226, 267, 393-395, 411, 531, 560, 577
 Lichti, John, 375
 Life Annuity, 203
 Ligo, Ida, 223
 Lindsborg, Kansas, 46
 Lingenfelder, J. H., 504
 Linscheid, Elizabeth, 283, 286, 529; —Emma, 419, 420; —G. A., 328; —J. E., 286, 315, 375, 527
 Literary Activities of Faculty, 364-368
 Literary Societies, 31, 129, 148, 149 (See also Belles-Lettres Society, *Germania Verein*, *Deutsche Literarische Verein*, *Schillerverein*, Platonian Society)
 Liu, James, 323, 424
 Local Sentiment, 236
 Loewenberg, Michael, 9
 Loganbill, J. H., 363, 528, 536
 Lohrentz, A. M., 472, 489; —H. W., 256, 375, 439; —Sister Marie, 375, 445, 529
 Louisiana Purchase Exposition, 121
 Low German, 437
 Loyalty, League, 236; —Meetings, 515
 Luther, Martin, 4

M

Madison College, 449
 Main Building, 55, 77, 78, 88, 108, 388
 Major, 416; —Fields of Instruction, 92
 Manz, Felix, 4
 Marbeck, Pilgrim, 4
 Married Students, 531
 Martens, Harry, 367, 369, 529, 537
 Martin, Alice, 181, 192, 195; —Home 531; —Logan, 464
 Mathews, Shailer, 256
 M.C.C. Clothing Center, 512, 531
 McAllister, Hazel, 283, 286
 McLain, C. R., 54
 McMillan House, 388
 McPherson College, 46, 334, 455
McPherson Republican, 462
 Measuring Results, 412-417
 Meens, Mrs. A. W., 195
 Memorial Chairs, 371
 Memorial Hall, 282, 284, 382, 393, 459-470, 512, 520, 531; —Series, 511
 Memorial Plaques, 460
 Mendel, Fred, 195
 Mennonite Church, 71; of Berne, Indiana, 152; of North America, 578, 579
 Mennonite, Culture, 492; —Education: in Russia, 7; in other European countries, 8-9; —Educational and Cultural Conference, 510; —"Educational Institution," 69; —Encyclopedia, 494; —Historical Committee, 490; —Historical Library, and Archives, 386, 395, 489-494, 534; —Immigrants, 14, 50
Mennonite Life, 395, 492, 511, 534
 Mennonite, Ministers' Conference, 269, 380; —Mutual Fire Insurance Company, 173; —Origins, 3-5; —Pageant, 534; —Press, 393, 451, 533; —Research, 489, 492-495; —Schools, 165-

166, 473-475, 500; —Settlements, 49; "Singers," 428, 497, 534; —Song Festival, 507, 534; —Theological Seminary, 253; 254, 402, 403, 500, 501
Mennonite Weekly Review, 329, 330
 Mennonite World, Conference, 429, 512, 534
 Mennonite Youth, 38
 Menno Simons Lectureship, 490, 511, 543
 Men's Dormitory, Proposed, 397, 548
 Messiah Chorus, 406
 Methodist, 96
 Microfilms, Photographs and Slides, 491
 Middle District Conference, 69, 165
 Middle West, 167
 Miller, E. E., 478; —E. J., 358
 Ministerial, Course, 403; —Students, 404, 426, 433
 Minnesota, 57, 95; —Home, 101, 206
 Minor, 416
 Missionaries, 287
 Missions, 10 (See China Missionaries and India Missionaries)
 Missionary Interest, 152, 257-259
 Mission School, Conference, 17, 19, 29, 34
 Model School, 33
 "Modern Theology," 274
Monatsblaetter, 137, 139, 169
 Morgan, Arthur E., 511
 Mortgage Bonds, 340, 376, 379
 Mouttet, Paul, 248, 251
 Moyer, J. F., 184, 201, 277, 283, 303, 314, 356, 363, 373, 375, 418, 439, 529, 536; —J. S., 12, 29
 Mueller, A. Theodore, 439, 528; —Katherine, 192
 Museum, 105, 151-152; Kauffman Museum, 106, 388, 480-489, 534; —of Natural History, 106
 Music, 148, 304; 317-318, 427-429; —Building, 213; —Department, 118, 219; Hall, 298; —School, 127; studio, 405; —Organizations, 123-127

N

National Commission on Accrediting, 535
 Natural Science, 404, 477, 527, 532
 Nebraska, 22, 57, 95
 Necrology, 373-375
 Net Worth, 379, 384, 386, 531, 547, 548
 Neufeld, Anna K., 323; —Arlene, 369, 529; —George, 369; —J., 469
 New York, 57
 Newton, Kansas, 16, 17, 37, 40, 46, 65, 96, 213, 236, 274, 294, 352, 379, 396

Newton Anzeiger, 61
 Newton, City Offer, 48; —"College Association," 46, 47, 50; —*Daily Republican*, 61, 78, 87; —High School Seniors, 263; —Ministerial Alliance, 468; —Rotary Club, 443
 Nickel, John, 15
 Niles, Hobart, 262
 Nonresistance, 8
 Normal Training Course, 118, 183
 North Central Association, 306, 333, 338, 361, 368, 378, 381, 454-459, 535; 1931 application, 454; evaluation of 1934, 456; pattern map, 457; goal achieved, 458
 North Newton, 396-397, 504; Post Office, 393
 Northern District Conference, 167
 "Number Ten," 206
 Nursing Curriculum, 417
 N. Y. A. Jobs, 444
 Nyce, Howard, 526

O

Oberholtzer, John H., 10
 Officers and Standing Committees, 357
 Ohio, 57
 Oldfather, C. H., 456
 On-To-Bethel Club, 376, 524-525
 Oratorio Society, 107, 124, 199, 318
 Orchestra, 428
 Organization and Working Policy, 357, 360
 Orientation, 317
 Orthodoxy, 241, 243
 Otto, Dr. Emil, 40
 Outside Lecturers, 256

P

Pacific District Conference, 249, 355
 Pageant of Mennonite History, 465
 Pankratz, F., 469
 Parent-Student Day, 330, 341
 Park College, 448
 Parochial Schools, 83, 96, 287
 Parsons, C. N., 112, 123
 Paulus, C., 121, 122
 Peace Principle, 409
 Penner, A. J., 322; —H. D., 83, 85, 90, 159, 175, 184, 195, 257, 374; —I., 469; —J. W., 202, 293, 375; —P. A., 104, 153, 284, 375, 527; —P. W., 486; —Susie, 323
 Pennsylvania, 57; —Academy of Fine Arts, 122

Pep Club, 326
 Persecution, 4-5
 Peters, G. H., 358
 Petter, Rodolphe, 284
 Phillips, Mamie, 528
 Philosophy and Religion, 194
 Photo-engraving, 451
 Physical Education and Athletics, 127-130, 150-151, 195, 200, 201, 225, 431-433; football squad, 325, 432
 Physics Club, 433
 Pierce and Hedrick, 382-383
 Pi Kappa Delta, 429
 Pines, The, 388, 389
 Pioneer Years, 80-188
 Pioneers, 170-175, 331, 485
 Pipe Organ, 125, 126
 Plant, 84-90, 376-397, 531, 546, 547
 Platonian Society, 93
 Play Day, 498
 Poems, College, 567-573
 Policy of Instruction, 448
 Practice Teaching (See Supervised Teaching)
 Prayer League, 469
 Preparatory Course, 90, 118
 Presbyterian, 96
 President Emeritus, 351, 542
 Presidents, 584 (See also C. H. Wedel, J. H. Langenwalter, J. W. Kliever, J. E. Hartzler, E. G. Kaufman, D. C. Wedel)
 Print Shop, 137, 450, 451
 Problems and Achievements, 454-494
Progymnasialkursus, 38
 Proxies, 291-294, 579, 582
 Publications, Mennonite, 69; college, 136
 Publicity, 97-98, 262-263, 289, 328, 354, 495-497
 Public Relations, 96-99, 136-146, 159-169, 469, 495-525
 Pullman Courts, 531

Q

Quarter System, 401-402
 Quiring, A., 54; —P. F., 234, 472
 Quorum, 582
 Quoyawayma, Bessie, 258

R

Radio Club, 433
 Ragsdale, J. M., 54
 Ratzlaff, Abraham, 202, 248, 293, 375; —Adam, 375

Recognition, 322, 370-373; of student achievement, 452
 Red Cross, 338
 Redmond, L. L., 284, 286
 Reference Notes, 604-617
Reformierte Kirchenzeitung, 86
 Regier, A., 469; —A. J., 220, 367, 372, 375, 418, 439, 446, 529; —Mrs. A. J., 529; —Arnold, 419; —C. C., 195, 196, 223, 375; —C. H., 159; —D. J., 302; —J. E., 504; —J. C., 375; —J. G., 173, 184, 201, 209, 311, 375; —J. M., 220, 381, 382, 472, 529; —Loan and Abstract Company, 339; —Marie J., 486; —P. K., 356, 464, 472
 Reimer, Maria, 323; —Rosella, 527
 Reinhard, Thelma, 430, 465, 527
 Relation of College and Academy, 227
 Religious, Attitudes, 425; —Education, 259-260; —Instruction, 243, 402-404; —Life, 130, 186, 255-260, 285, 558; activities, 424-427; —Workers, 18
 Rempel, William and Katharina Hiebert, 394
 Residences, 211-212, 388-390 (See also the Pines, Goessel Hall, Carnegie Hall, McMillan House, White House, Students Home, Minnesota Home, Ladies Cottage, Goerz Hall, Leisy Hall, Kliever Home, Welty Home, Western Home, Stump Home, Janitors Home)
 Retirement Program—Teachers Insurance and Annuity Association, 360
 Retrospect, 554-574
 Rich, Ronald, 527; —Willis, 369, 439, 496, 517, 529, 537; —Mrs. Willis, 523
 Richert, D. H., 119, 147, 181, 191, 196, 195, 223, 286, 312, 315, 363, 367, 373, 417, 439, 495, 527; —Heinrich, 15, 21, 71; —J. H., 297; —P. H., 112, 154, 158, 168, 181, 186, 188, 192, 208, 245, 248, 311, 356, 375, 462, 464; —P. J., 277
 Riesen, Emil R., 147, 168, 177, 181, 192, 195, 196, 233, 262, 312, 418; —Henry, 251, 302, 335, 377
 Ritter, William, 9
 Roller Skating Parties, 435
 Rules, 21, 94-95, 323
 Rupp, Clara, 127
 Rural Life Institute, 450, 510
 Russia, 45, 167
 Ruth, Emma, 368; —D. C., 54, 64; —J. E., 106; —John W., 15; —Marjorie, 369, 407, 439, 529, 536

S

- Salaries, 454, 456, 459
 Salina, 46
 Sam Schneider Oil Company, 378, 388, 390
 Santa Fe Railway Company, 21, 256, 460
 Sattler, Michael, 4
Saturday Evening Post, 452, 533
 Schellenberg, P. E., 316, 363, 412, 528
Schillerverein, 93
 Schmidt, A. B., 195, 196, 264; —C. B., 256; —Ed., 223; —H., 469; —Herbert R., 445, 529; —Mrs. Herbert, 528; J. E., 283; —John F., 367, 369, 493, 528, 537; —Mrs. Menno, 523; —Theodore, 419, 420, 439
 Schmutz, A. D., 195, 199, 231
 Schneller, Dr. Ludwig, 256
 Scholarships, 52, 131, 134-135, 204, 445, 582
 Scholastic Standards, 362
 School Aims, 18, 19
School and College Journal, 106, 137, 139, 168, 173
 School Committee, 17, 19, 48, 72, 141
 Schowalter, Christian, 60; —Edgar, 322; —J. A., Peace Essay and Oratorical Contest, 534
 Schrag, Andrew, 119; —Menno, 526
 Schroeder, P. R., 220; —W. F., 195, 200, 375
 Schuler, Mildred, 195
Schwyzerheusli, 90, 101
 Science Hall, 275, 298-302, 305-307, 377, 384, 388, 458
 Second World War, 419, 435, 470-480; problems, arising out of, 470-473; effects, 473-476, adjustments, 477-480
 Selective Service, Registration Act, 471
 Self-amortizing Project, 379
 Self-supporting Institution, 354
 Senior Class Play, 430
 Senior Class Poem, 568-569
 Service to Constituency, 505, 512
 "Seven Last Words," 289
 Sewer System, 396
 Shadyside, 531
 Sheldon, Charles, 256
 Shelly, A. B., 60, 62, 63; —A. S., 12, 81
 Siemens, J. J., 283; —Mrs. J. J., 283
 Simons, Menno, 4, 465
 Singing Tower, 406
 Sioux Indian, 484
 Sloan, J. C., 277
 Smith, C. Henry, 283, 375; —Dr. H. Augustine, 511; —Sister Lena Mae, 528; —Luella, 529; —Max, 472, 526
 Smithsonian Institution, 489
 Smucker, J. N., 425, 501, 527
 Snipehunting, 437
 Social Life, 433-434, 558-559
 Social Science Research Foundation, 492
 Social Sciences, 406-407, 528, 532
 Sockman, Ralph, 511
 South America, 489
 Southside Cottages, 531
 Southwestern College, 46
 Spanish, 222
 Spaulding, J. Lloyd, 369, 528
 Special Discount, 378
 Special Fund, 65
 Special Plaques, and Rooms, 372-373
 Sprunger, S. F., 12, 59, 64, 146
 Stabilization and Growth, 348-438
 Standardized Tests, 412
 State Board of Education, 207, 229-231, 306, 334, 455
 State Peace Oratorical Contest, 287, 430
 State University, 168, 180, 230, 231, 454, 464
 Stauffer, M. R., 306
 Steiner, P. P., 64
 Sterling College, 46
 Stormy Seas, 76, 235-254
 Stubbs, Governor, 256
 Stucky, B. J., 356, 472, 526; —Harley J., 367, 369, 526, 528; —J. G., and Sons, 531; —Jacob, 15; —Menno, 528; —N. Paul, 369, 527
 Student, Accounts, 378; —Body, 95-96, 116, 223, 286, 351, 439, 533, 561; —Christian Association, 425, 426, 433; —Contributions, 301; —Council, 278, 422, 433, 460; —Government, 422; —and Faculty Housing, 389; —Industries, 446-452; aims and objectives, 447; attitude of faculty, 447; —Life, 31-33, 90-96, 263, 422-453; —Peace Group, 433; —Pranks, 436-441; —Records, 458; —Solicitation, 495-497; —Volunteers, 285, 433; —*Handbook*, 279
 Stump, H. L., 184, 191, 193, 200, 211
 Stump House, 184, 212
 Subscriptions, 62, 208
 Suderman, Ann, 322; —Carl K., 464; —David H., 369, 427, 528, 543; —Elmer, 367, 528; —H. E., 66, 202, 356, 357; —J. M., 283, 303, 314

Sudermann, Herman, 15, 17; —Leonhard, 15, 17; —Mission Scholarship, 403, 443
 Sommer, Otto, 369
 Summer School, 417-419
 Summerfield, Illinois, 11
 Sunday School Teacher's Training Course, 320
 Sunnyside, 531
 Supervised Teaching, 30, 317
 Sunrise, 531
 Sunset, 531
 Surveying the Past and the Future, 467
 Switzerland, 3, 4

T

Table Manners, 438
 Tabor College, 253, 334, 335, 455
 Tangeman, Fred, 208
 Teacher Education, 7, 407, 529, 532, 544; —Placement Bureau, 446
 Teacher's Certificate Course, 124; —Committee, 357; —Course, 30
 Thanksgiving, 355, 435
 Theological Seminary, 253, 403
 Thierstein Home, 489, 531
 Thierstein, J. R., 112, 147, 283, 286, 309, 370, 375, 388, 418, 446, 513, 528; —Mrs. J. R., 375
 Thiessen, John, 227
 Thompson, Dorothy, 511
 Threshing Stone, 483
 Thimm, Martin, 169
 Thut, John, 314
 Tiahrt, L. J., 277
 Tieszen, A. F., 315; —Mrs. A. F., 315, 528; —A. V., 223
 Tithing Band, 376, 469
 Toews, C. M., 358; —David, 42; —H. F., 486; —J. R., 58, 63, 64, 144; —K. S., 358; —Virginia, 542; —Wilma, 369, 528
 Transition, 526-551; in administration, 536-539; in president's office, 539-549
 Troubled Waters, 345
 Trueblood, Elton O., 506
 Tschantz, J. H., 166
 Tuition, 36, 92, 93, 182
 Tully, Robert, 528
 Turkey Red Wheat, 465
Twentieth Century Odyssey, 404

U

United Campaign for Christian Education, 290

University of Chicago, 256, 351; —Roundtable, 511
 University of Nebraska, 456
 Unruh, A. H., 358; —D. D., 375; —Dan, 528; —F. M., 123; —J. D., 358; —Otto, 432, 528; —P. H., 251, 311, 375; —W. F., 325

V

Valedictorian, 443
 van der Smissen, C. J., 93, 152, 484; —Frieda, 223
 Visual Education, 407, 412
 Voice Clinic, 405
 Vollmer, Philip, 256
 Voluntary Service, 507
Volksblatt, 11
 Votes, 582; transfer of, 582
 Voth, Arnold, 529; —Elvera, 542; —Mrs. Ferdinand, 528, 536; —H. R., 93, 105, 144, 248, 486; —J. H., 327, 388; home, 531; —J. J., 308, 314, 529; —Moses, 529; —P. R., 90, 119, 469

W

Wadsworth School, 10-13, 16, 23, 24, 484
 Wall, Hugo, 322
 Waltner, Erland, 358, 367, 402, 497, 526, 527; —Lena, 367, 369, 428, 536
 Wang, Stephen, 323, 424
 Warkentin, Abraham, 315, 316, 368, 375, 402, 420, 490, 501, 527; —Bernhard, 26, 51, 54, 63, 159, 170
 Warren, Luella, 223
 Water Supply, 213
 Watkins, Elizabeth, 394, 531
 Webster, H. A., 112
 Wedel, Arnold, 527; —C. C., 337, 356, 463, 469; —D. C., 368, 526, 527, 536-551; installation as president, 541-542; —Cornelius H., 15, 40, 55, 72, 75, 81-99, 109, 136, 139, 144, 147-175, 216, 265, 370, 483, 489, 490, 501; —E. B., 283, 286, 375; —P. A., 472, 526; —P. J., 33, 52, 104, 112, 149, 151, 158, 168, 181, 185, 191, 195, 223, 276, 286, 299, 300, 303, 306, 316, 363, 373, 375, 439, 446, 469, 481, 513, 517, 527, 536; —Mrs. P. J., 375; —P. P., 184, 311, 463; —Theodore, O., 310, 464
 Weierhof, Germany, 9, 26
 Welty, B. F., 83, 84, 86, 148, 308; —Home, 298

Wenger, Paul, 486
 West Point, Iowa, 10
 Western District Conference, 46, 56, 97,
 139-146, 163, 246-253, 290, 342, 380,
 382, 420, 426, 447, 495, 501; second,
 73; ninth, 142; tenth, 142; twenty-
 eighth, 245
 Western Home, 73, 206
 Westminster Choir, 511
 Wheat Bowl Queen, 432
 White House, 185
 Witmarsum Theological Seminary, 280,
 351
 Wichita, 46
 Wiebe, Ella, 423, 445, 529; —Henry,
 119, 195, 197; —Herbert, 439, 529,
 536; —Willard, 526
 Wiens, Agnes Harder, 153, 162; —P. J.,
 153, 486
 Wilkoff, William T., 368, 430, 528
 Will, Maxine, 529, 536

Willms, Herta, 369
 Winfield, Kansas, 46
 Wirkler, Christian, 41, 113; —Elizabeth,
 122, 181, 192; —John E., 104; —Mary
 A., 119, 121
 Wollman, Marie, 277, 358
 Women's Society, 57, 62
 Workshops, 512

Y

Y.M.C.A., 151, 160, 200, 255, 257, 263,
 329
 Young People's Retreats, 507

Z

Zerger, G., 327, 338, 356, 357, 388, 469,
 526
 Zentralschulen, 7
 Zwingli, 4

